

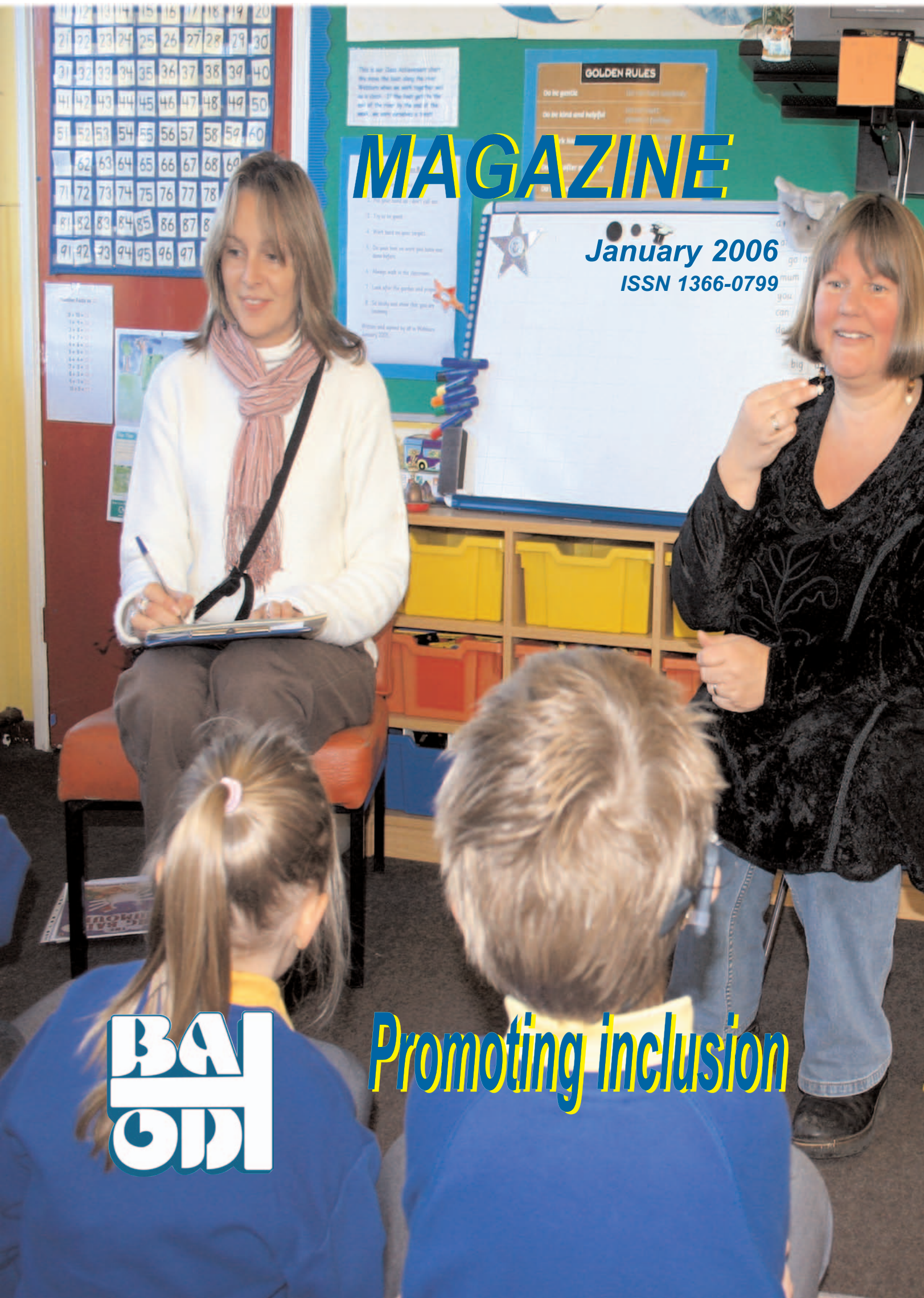
# MAGAZINE

January 2006

ISSN 1366-0799

**BAI  
ODI**

*Promoting inclusion*





## From your editor

Well another one bites the dust - 2006 already. My 2005 Magazine folder is full and I have added the pdf files to the Magazine CD. This amazing resource has the content of all Magazines since 1999 and also some additional BATOD resource and information sheets. Back copies of Magazines are few and far between and the CD takes up very little space on the shelf. Why not purchase a copy (£35.00) now?

I have had positive feedback about the additional resource sheets and reference articles that are in the Publications folder on the website. I hope that this will continue where it is appropriate. If more articles arrive for each focus issue after the Magazine has been published, then they will appear in the folder. So if you intended to write something for this Magazine - or any others planned for the future then finish them off and send them in please - in that sense it is NEVER too late.

Future titles include:

- March 2006 British Sign Language  
May 2006 Adapting the curriculum to meet differing needs. This will include articles and reports from the BATOD Conference but please submit any pertinent articles or suggestions for topics to be included as soon as possible.  
Sept 2006 Literacy  
Nov 2006 Life skills  
Jan 2007 Numeracy/Maths  
March 2007 Keeping children safe  
Sept 2007 Learning styles - thinking

Please submit any pertinent articles or suggestions for topics to be included as soon as possible.

I am delighted that two people have come forward to 'job-share' the commissioning editor role - Liz Beadle and Barbara Wolter. They will be working on alternate issues of the Magazine and this is Liz's first production. Do keep them busy with articles for future Magazines!



*Magazine editor*

Phoning 01964 544243 BATOD Magazine, Publications & Advertising?

*I may not be available during the day so if no-one makes it to the phone to respond*

*....PLEASE SPEAK, (don't sigh and hang up!) and LEAVE A MESSAGE or email*

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### Cover Picture

*Inclusive education using a Cued Speech transliterator*

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### Need to contact BATOD? talk to

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answerphone/fax 01494 464190



## ..... thoughts from my potting shed

Carole Torrance, President

On first hearing about this you may, like me, have thought 'not another initiative with ever more restrictions on the curriculum and mountains of paperwork'. However on closer examination it turns out to be a document that echoes the thoughts and aspirations of Teachers of the Deaf the length and breadth of the UK. The aim of this ACfE is 'to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors'.

These four categories have further information and explanation which all fits onto an A4 page. The entire document is published on [www.acurriculumforexcellencescotland.gov.uk](http://www.acurriculumforexcellencescotland.gov.uk)

I am sure many of you will recognise these thoughts and values as the foundation of our educational input. Not only do I look at this and feel this is confirmation of much that we do but it also acknowledges that we have too busy a curriculum and that learning should be FUN. This document also notes that successful learners are able to think creatively and independently - which ties neatly into the work we have started on Philosophy for Children (P4C).

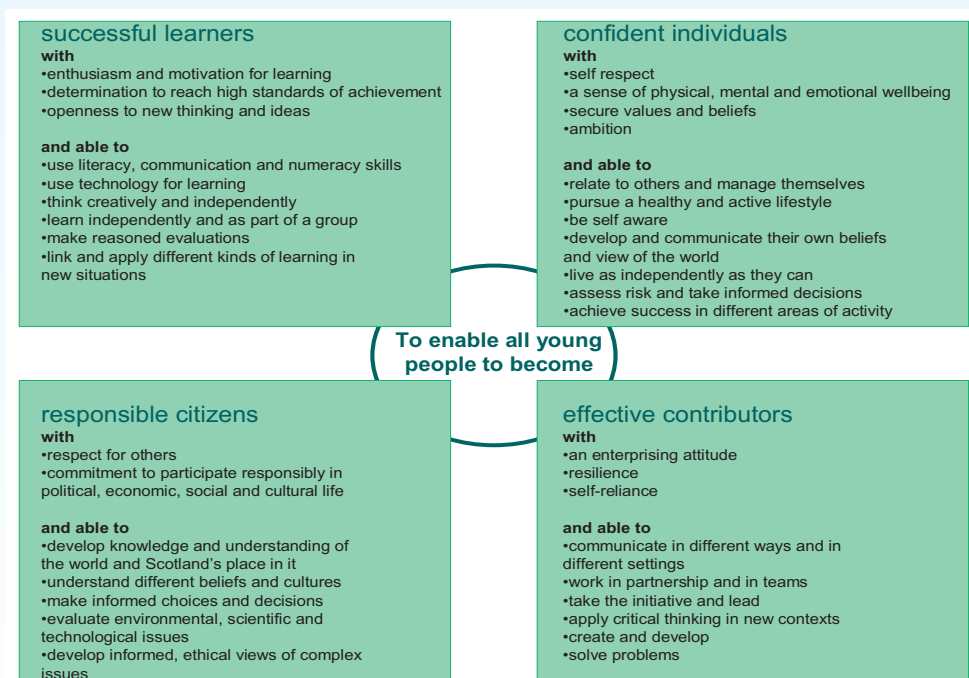
It seems we could be on the right track and even perhaps ahead of the game on this initiative. What a wonderful way to end 2005 and begin 2006.

I am writing this in the last few weeks before Christmas and the snow outside adds a seasonal touch. However you will be reading this in the New Year so I hope you have all had a very enjoyable and peaceful festive season and that 2006 is a 'cracker year' for you.

All this week we have had severe weather warnings for Thursday and Friday. These warnings have been very specific regarding lots of snow. Why then, when it happens, does it seem to take those who grit our roads by surprise?

Similarly, in deaf education we work hard at providing class and subject teachers with deaf awareness and teaching strategies and yet an English teacher can turn round and say they are giving a pupil an audio tape to help them follow the play! I should stop being surprised and simply accept that, as a teacher supporting a low incidence need, I do need to keep repeating the message. Finding new and interesting ways of getting the message over is a challenge and our service was delighted to find the DVD reviewed on page 32 to help us do just that. Thanks to all colleagues in Birmingham involved with this DVD.

As Teachers of the Deaf we often hear class and subject teachers say that 'deaf awareness and strategies for inclusion are good for all pupils and represent good practice teaching'. So it was a pleasant surprise to meet a government initiative that was truly for all children and young people. This came about as a result of our national debate in Scotland on education and the Curriculum Review Group. The Ministers for Education recently published their findings and thoughts. It is called 3-18 A Curriculum for Excellence (ACfE).



*Carole*

# What went on at NEC on 3 December 2005

Andrea Baker

Saturday 3 December witnessed a different format for NEC meetings. In an attempt to reduce the costs of overnight accommodation, alternate NEC meetings are being held on Saturday only, with Committee time allocated during Saturday afternoon rather than Friday evening. NEC members from across the regions and Nations thus converged on Birmingham for a prompt 10.30 start, by-passing the attractions of German Markets, Christmas lights and Gluhwein for a busy and action-packed day!

Business was conducted at a brisk rate and as always provided evidence of the vast amount of work carried out on behalf of the profession. Close to everyone's heart is the issue of pay and conditions, brought into sharp focus by recent Government discussions. Ted Moore is to produce an article on these issues for Teachers of the Deaf in the near future. This will be available on the BATOD website and will be published in a forthcoming Magazine. BATOD has received many requests for advice. Whilst BATOD can offer advice on routes for support it cannot offer a definitive, overall 'view' due to the many different situations in which Teachers of the Deaf may be working. The Teachernet and the Union websites are offering advice and support which may address many questions that are being asked. Concern over the potential loss of SEN points and possible reduction of salaries is high on the agenda of concern and BATOD will produce a short response/recommendations in a forthcoming Magazine. A more detailed response will be available on the website. BATOD continues to advise members to consult their union for specialist advice.

Liz Beadle, from the Nottingham Cochlear Implant Team, and Barbara Wolters, from the Shropshire service, attended the meeting as observers. NEC offered them a warm welcome as Commissioning Editors for the Magazine. They will support the Editor with the commissioning and chasing up of articles. Many thanks for their enthusiasm and work so far. Many readers will also be aware that the Journal, Education and Deafness International, has recently changed publishers. Initial teething problems have now largely been ironed out and May Journals received, somewhat late! There is now a useful link on BATOD website listing Abstracts from past Journals, which should save time leafing through past editions.

Action points from the September meeting were then dealt with. It was noted that the new Ofsted Framework is downloadable from the DfES website and that the School Improvement Framework guidelines are now more user-friendly. Alison Weaver has been attending the CACDP Aqua (quality of assessed courses) Committee meetings. These are held to ensure the integrity of assessed courses in sign language. Although attending as an LEA representative she informs BATOD of important developments. In October David Hartley attended the National Committee for Professionals in Audiology - soon to be renamed UK Federation of Professionals in Hearing. It is intended that the emphasis for the Federation will move from audiology to the diagnosis and management of hearing loss, with the Federation being involved in driving policy and taking this to the Department for Health and Department for Education and Skills.

There were several items of correspondence of interest. Of great concern is the fact that the Joint Council for Qualifications has made general allegations of abuse by oral communicators of the system for special arrangements for examinations. BATOD has requested specific evidence for these allegations but to date none has been received. This is being followed up by BATOD in conjunction with many other bodies including the Disability Rights Commission. On a more positive note Professor Jim Rose has requested a meeting with a BATOD representative to inform his forthcoming report into the teaching of reading. Tina Wakefield is to meet with him and discuss the challenges for deaf children - both oral and signing - of using a predominantly phonic approach to reading. She will be seeking the views of fellow professionals over the next few weeks.

Jenny Baxter has been in communication with Edexcel to discuss the continued provision of modified papers. Edexcel have asked BATOD to nominate the subjects that deaf students are most likely to take so that they can increase the amount of modification undertaken at source. They were also concerned that they receive few requests for modification for Modular exams taken in Year 10. It should be noted that a request for a modified paper needs to be made during Year 10 initially but also for each modular exam throughout the two year course, although the detail on subsequent forms may include less information. Further details will be available on the website.

The Training and Development Agency for Schools, together with the DfES, is publishing Induction and Introductory Training Materials for Teaching Assistants working in primary and secondary schools. Module 3 of the Introductory pack covers Inclusion, SEN and disabilities ([www.tda.gov.uk](http://www.tda.gov.uk)). The Agency is planning to include a focus on teaching deaf children in primary settings in the near future and has requested advice from BATOD regarding examples of good practice.

Ted Moore is currently working on responding to the consultation document on Draft Standards for SEN Support and Outreach Services. In its present form the standards are generic and therefore tend to be unfocused. Time was spent in Committee groups during the afternoon to consider the document in more detail and opinions fed back. It was generally felt that standards should be about meeting individual need rather than the inclusion agenda per se, and more detailed standards specific to deaf children are required. It will be useful to draw from work on quality standards for deaf children carried out by SERSEN and in Scotland and Wales to inform this document. The consultation period continues until 27 January.

The Educational Issues Committee is also responding to the Learning and Skills Council consultation document 'Through Inclusion to Excellence'. This report provides a strategic review of the planning and funding of LSC provision for post-16 learners with learning difficulties and/or disabilities. The consultation period ends on January 21 2006. Meanwhile the Audiology and ICT Committee is responding to the NDCS Quality Standards in Paediatric Audiology.

BATOD has lobbied long and hard to gain recognition for the Teacher of the Deaf qualification in Scotland. It was pleasing to report that the qualification is now mandatory in Scotland, as from October 2005. Meanwhile in Wales the training programme for Teachers of the Deaf is being run predominantly by the Oxford Brookes/Mary Hare training providers, with support from the Welsh Assembly.

It is also reassuring that the General Teaching Council is at last recognising teachers in specialist and unattached settings. Paul Simpson attended a recent focus group on Continuing Professional development in specialist settings run by GTC. During the meeting the challenges and opportunities of CPD in specialist settings were discussed and ideas for good practice shared. BATOD has been


asked to write an article for the next GTC Connect publication highlighting good practice for CPD and unattached teachers but drawing attention to challenges as well.

Christmas brings with it decorations, parties, turkey - and inevitably the nags about returning the BATOD Survey data. Has your Service/School returned theirs? Each Region has identified a 'volunteer' who will be chasing these up! Please also note that the closing date for nominations for President-Elect of BATOD is 31 January 2006 and votes must be in by the end of February. Further details can be found on the website in the folder marked 'Elections'. Many will also have noticed that the registration form for the Annual Conference, to be held in Wandsworth on 18 March, has been hit by gremlins that omitted timings and confused some workshop details. A new corrected form has been inserted in this month's Magazine which can also be downloaded from the website, where there is also a map for the venue available.

And finally - this was Carole's last NEC meeting as President. Alison Weaver will be taking over at the AGM in March. It was also the last NEC meeting for a past President, David Hartley. Both were thanked for their hard work and commitment to BATOD and warmly applauded!

#### NEC Minutes and 'What Went On' reports

After each NEC meeting we produce a reader-friendly résumé of the meeting under the heading of 'What Went On at NEC'. We have noted that there is a great deal of repetition in the Minutes when they appear in a later edition of the Magazine. We have therefore decided to discontinue the practice of reproducing the minutes although they will still be available from the Secretary on request at [secretary@batod.org.uk](mailto:secretary@batod.org.uk)



**Announcement**  
**EDDE 2006**  
19-22 October 2006 in Örebro, Sweden

The theme of 3rd European Days of Deaf Education is  
Communication and Language development in:  
• Sign Language  
• Read and written Language  
• Spoken Language

With the main focus on:  
• Communication  
• Language development  
• Bilingual development

For more information contact Karin Angerby, conference coordinator on [edde@ck.spm.se](mailto:edde@ck.spm.se)  
or go to [www.edde.nu](http://www.edde.nu)  
The website will be continually updated

The conference is arranged by:  
• SHD – The Swedish Association for Educators of the Deaf and Hard of Hearing  
• Bamplantoma – The Swedish Association for Children with Cochlear Implant  
• DHB – The Swedish National Association of the Deaf  
• FSDB – The Association of the Swedish Deafblind  
• HRP – The Swedish Association of Hard-of-Hearing People  
• SDR – The Swedish National Association of the Deaf  
• SPM – the National Agency for Special Schools for the Deaf and Hard-of-Hearing and European partners



# BATOD's policy on Inclusion

BATOD NEC, June 2005

BATOD was asked to contribute its views on inclusion for the UN Disability Convention. It is a response to the discussion about how to ensure universal human rights to education for disabled pupils.

The British Association of Teachers of the Deaf (BATOD) is the only professional body which represents the interests of Teachers of the Deaf (ToDs) in the United Kingdom. Such teachers work in a range of provision; for example, homes, nurseries, mainstream schools, units/resource bases, special schools for the deaf (non-maintained, independent and LEA), other special schools and as part of cochlear implant teams. There is, therefore, a range of opinion as to what 'inclusive' education means. We believe, however, that the majority of our members would support the view that 'inclusion' is not a placement or a state, but a process.

We are of the opinion that there is a huge tension between policy, ie 'inclusion' and reality. Class size, target setting, whole class teaching, and streaming/banding make it very difficult for all children with severe communication difficulties to participate independently in mainstream education. We also think that there is a great deal of inconsistency in the definition and understanding of 'inclusion', as well as a lack of empirical data in support of, or otherwise, the inclusive movement. In some cases, despite excellent support, acoustic treatment to classrooms, and a supportive mainstream setting, deaf students still experience feelings of 'internal exclusion'.

We believe it is the right of every child to have an effective education but also consider that this can be met through a variety of placements (as outlined above). Whilst our aim is to try to ensure that each deaf child eventually becomes employable, and a valued and contributing member of society, we think that, because of the range of needs in the 'deaf population', certain environments will be more conducive to effective learning than others.

As an example, a child whose first language is British Sign Language (BSL) will nearly always require a community where BSL is the prime method of communication. In our view, such a child will not

develop his/her first language sufficiently if s/he is the only one in a school with an extensive BSL vocabulary and grammar. Moreover, the child will almost always require access to the curriculum through an intermediary and therefore not become a fully independent learner.

For many years Teachers of the Deaf have been in the vanguard of the integration/inclusion movement and have continually demonstrated that many deaf children are very capable of successfully taking their place in mainstream education. We have made full use of modern technology which has enabled many more deaf children to gain access to spoken language but up-to-the-minute hearing aids and other equipment do not always lead to appropriate or satisfactory communication. There is no doubt that improved funding to specialist Services of appropriately qualified Teachers of the Deaf would enable essential equipment to be purchased and maintained, as well as providing more staff to deal with very high caseloads. In many cases, this may lead to higher standards and improved outcomes for some deaf students.

So, whilst we would endeavour to support a child in a mainstream setting, if that was the wish of his/her parents, Teachers of the Deaf have a duty to inform the LEA of the education provision required by that child. It is our experience that many placements in special schools for deaf children are made in line with requests from parents. We do not believe that education in a school for deaf children, either day or residential, is necessarily contrary to the aims of inclusion as, and this is in line with the Salamanca agreement, some deaf children require special school or resource base education in order to facilitate their eventual inclusion in society after school.

In conclusion, we consider that decisions need to be made on exactly what individual children's needs are, and how they can be met most effectively.

# *Inclusion: the impact of LEA support and outreach services*

*HMI report and BATOD response*

The report reviews the role of external services in promoting the inclusion of pupils with special educational needs and identifies the key features of effective provision. It focuses mainly on LEA support services and outreach services from special schools, but refers to other agencies where they work alongside LEA managed provision. Examples of good practice are included. The report confirms that a strong commitment to inclusion, stable funding and high quality specialist staff are crucial to effective services.

The full report can be downloaded from the Ofsted website [www.ofsted.gov.uk](http://www.ofsted.gov.uk) search for the title *Inclusion: the impact of LEA support and outreach services* or just type 2452 into the search window. The report contains case studies and explains points from the Executive summary in more detail.

## **Funding of Services**

In September 2005 BATOD responded to this HMI report looking at specialist support services and making recommendations for their further development. There were many points which BATOD felt able to support but the the Association response made it clear that we strongly opposed the delegation of service funds to schools. The population of children with low incidence SEN fluctuates. Therefore, there is a need for a flexible service to accommodate this. Of particular significance is the fact that where schools hold the funding for special needs, then they are often reluctant to call in support services when they consider that a child may only have a 'minor' problem. It should be a function of peripatetic ToDs to investigate any cases where children may have hearing problems. A school should be able to call on a Service if it is thought a child may have a hearing difficulty without having to worry about cost. The Service then acts in a preventative role rather than one which tries to remedy what has turned out to be a complex problem.

BATOD considers that the report has emphasised the needs of children with complex needs and failed to look at those of children with lesser difficulties. These are often the ones who are completely bypassed but who, in the long term, may encounter major problems. The Association is very concerned about the numbers of children who are being 'missed', ie not brought to the attention of the Specialist Service.

We emphasise again, in this context, that units and/or resource bases should be part of the LEA Service. Funding should be retained by the LEA and not given to schools so that they can use the

money for whatever they think fit. The unit then becomes part of the LEA's strategic plan for children with particular disabilities and not governed by individual schools.

## **Planning coherent services**

Although the response supported the view that different Services and agencies should, and need to, work together, the point was made that a decision needs to be taken about who takes on the role of keyworker and co-ordinates support. It is our view that this may often be a Service teacher rather than a SENCO.

A coherent service for deaf children would be one in which units/resource bases are part of the LEA Service and, in order to provide a speedy response, staffing levels need to be sufficiently high to allow this to happen.

We believe that there continue to be problems over the issue of 'inclusion' and what is considered 'appropriate provision'. Whilst acknowledging that the aim of education is to enable a child to be able, eventually, to participate as fully and as independently as possible in society as a whole, BATOD strongly takes the view that provision should enable a child to develop academically and socially. 'Mainstreaming' is not necessarily the answer and other forms of provision such as 'units' and special schools may often be a great deal more productive. Therefore, an LEA should look at providing or making available a continuum of provision which can meet the needs of all its children.

## **The expertise of staff**

We were pleased to note the importance the report placed on the specialist expertise of the staff and the need to demonstrate high levels of credibility with mainstream colleagues. CPD, therefore, must be seen as high priority and funded accordingly.

BATOD continues to seek high quality education for deaf children.

Relevant extracts from the HMI report and the full response can be found on the BATOD website [www.BATOD.org.uk](http://www.BATOD.org.uk) Follow: Association, Latest document, HMI report into specialist support services and also BATOD's response to HMI report into specialist support services. A response (due in January 2006) to the draft standards for SEN Support Services and Outreach Services is being prepared and will appear in the 'Latest document' folder as soon as it is available. The documents will also appear in the 'responses' folder.

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# Knowing me, aware of you

Lynn Langlands Cert Ed, ToD, MEd

In an article written for the Education Journal (March 2000), Booth and Ainscow describe the Index for Inclusion: developing learning and participation in schools. It is their belief that inclusion should be *'concerned with minimising all barriers to learning and participation, whoever experiences them and wherever they are located within the cultures, policies and practices of a school'*.

But are we achieving this and furthermore, are we properly assessing how inclusive the environment that we create really is?

As a somewhat 'long-in-the-tooth' teacher I feel that this statement has figured as an important part of my brief for the last 30 years. So, why is it only now that inclusion has become such a driving force within today's political agenda for education? Are we truly concerned about the social, emotional, physical and academic well-being of all our children, or is there a financial agenda where the word 'inclusion' satisfactorily addresses an ideology, but ultimately fails to meet the more complex demands of a working reality?

What is it we want our children to learn? How much do they want to participate? And how do we identify the barriers that need minimising? If we manage to continually ask these questions and actively work towards successful solutions then inclusion within a mainstream school can only be a positive step forward. However, in my experience we do not have appropriate strategies to measure the views of our children or those of the other stakeholders working towards this inclusive environment. This is compounded by the fact that we have a system that is measured by results and performance putting increasing pressure on managers and teachers to address league tables rather than the more domestic issues that keep the social and emotional aspects of their school balanced.

The National Curriculum sets out the required fields of knowledge and standards of conceptual development for our children. It is expected that levels of differentiation should be applied appropriately so that all children can access this. But, are we minimising barriers here or creating them? Will we accept that for some pupils, especially those with more extreme learning difficulties we cannot differentiate enough, and that even when we do, what is arrived at is a concept that to their own personal development becomes meaningless?

Here, I go back to the question of what we want our children to learn, and there is a gross failure in this system to offer some children what they need to learn, if they are to meaningfully participate in their school as well as in the wider world. Being able to actually participate in a mainstream institution amounts to more than merely being placed there. Feeling an active participant must carry with it a degree of independence and a feeling of being valued. The curriculum thus becomes a constraint and, when the majority of the support to enable participation is adult led, then further barriers are being put in place.

As a child in the late 1950s I was very aware that there were children in the classroom who could not do the work that was set. On reflection I accept that even if this work had been differentiated the added value for these children was negligible. They would almost certainly go on to live a different lifestyle with different values and different skills when they moved outside of the school gate. So what was the point of creating an environment where they would be lost as contributors to a system that was failing them, rather than being actively involved, following their pathway to a happy life. These children used to go off and do cooking and sewing as well as other practical and physical activities. Yes, they were seen as 'different' and yes, they did have fun made of them, but undoubtedly there were times when we were all a little jealous of their opportunity to have life-skills based activities instead of Maths and English tests. As a result they almost certainly became more competent and capable in adult life. My point here is that at some point, a line needs to be drawn and we have to recognise that we need to go beyond differentiating a curriculum to properly address the educational requirements of some pupils to adequately prepare them for adult life.

The current focus in education particularly with reference to Part 4 of the Disability and Discrimination Act 2002 is to provide access for children with disability and special need to a learning environment that helps them to feel valued and able to participate at their level. Although rewarding, I personally feel that for the majority of classroom teachers, the practicalities of achieving this are immensely time-consuming and in fact, require very specific training and skills. This is something that is often not readily available and fully trained experts can be overstretched thus limiting their input to some fairly needy environments.

I am a qualified Teacher of the Deaf, and for the last 28 years I have been developing skills to fully understand hearing loss, communicate, differentiate, augment language and understand learning styles in deaf children. To expect any classroom teacher to acquire such skills and knowledge from brief visits within a predominantly acoustically inappropriate environment and, for the short time that they may have a deaf child in their class, is ambitious, if not impossible. We are thus not only building barriers for the child to overcome but also building full blown structures, which obstruct the very people who want to make a difference.

It is my belief that teachers are mostly aware of their responsibilities and have a desire to improve their knowledge and skills in the classroom. But, if inclusion means that teachers have to juggle an impossible number of balls in the air and give a disproportionate level of time to a minority group, they will almost certainly start to fail the children who are very able or those who could improve their learning with higher levels of teacher input. These are the kinds of barriers that are often transparent within the classroom, because such children are aware of the need of others and will try to work within the parameters of environmental demand.

It is my experience that the funds available to many schools allow for mornings of support within a class but afternoons drop into a sea where sinking or swimming is neither pleasant nor productive. This is a barrier that has to be minimised at government level as inclusion is more than tolerance and acceptance. It relies on a range of support initiatives to balance its purpose and ensure no one group is being marginalised.

I feel that often a lot of time is spent making allowances for those who need considerable adjustments to their environment, and there appears to be little discussion with the remaining class group as to how they feel about working in what might be, in some cases, quite difficult conditions. In a fully inclusive environment with pupils ranging in ability and aptitude there will always be some with a more invasive need than others. The danger here is that the levels of support for individuals becomes imbalanced. Children with significant difficulties have support and some degree of choice about their learning environment that is not necessarily readily available or offered to other class members. However, I would guess that if they were allowed to discuss inclusive initiatives openly and honestly they would be identifying their own needs and aspirations

for a future that enables them to maximise on their potential, by working in an environment that allows that to happen.

I would also argue that some of the children with disabilities who have been placed in mainstream schools, whilst being offered all sorts of strategies and support mechanisms to assist their learning and participation have not had an appropriate forum where they can demonstrate their real anxieties and concerns regarding their all-round development. We make assumptions that this is a valuable experience for all our children, and will make them aware of difference, tolerance, understanding and adaptability. But is this not a false legacy they are taking into a world that is primarily performance driven and shows little inclination to be inclusive?

Of course we want to raise awareness of difference within our society, and encourage patience and understanding in our children, but I do question whether these concepts are being imposed upon our children in a 'scores' based environment, rather than from interactive, moral and ethical activities that stimulate a non-pressured form of acceptance.

I had become disillusioned after supporting a group of very special deaf children through the most part of their school days. I was aware that all the positive progress we had made, despite their personal reservations, was about to be destroyed on yet another battlefield. The biggest fight was yet to come for them. I say 'fight' because the idea of an inclusive society is not one that will ever work without a fight, and I don't mean that this has to be a physical battle, but it will always be controlled by performance, results, finance and law. It is those barriers that need to be minimised if we are to generate a society where awareness, acceptance, tolerance and adaptability become a mantra for happiness.

Despite what may appear to be to some extent a cynical approach to inclusion, I am a firm believer that the process should continue until the balance can be accurately measured and applauded. There is no better way to truthfully gauge this balance - and the success of an inclusive policy - than by repeatedly inviting the main protagonists to comment on whether they feel it is working for them.

Although we have the DfES Special Educational Needs Code of Practice (2001), a green paper Every Child Matters (2003) and UNICEF UK World Education Forum (2000) to consider in terms of

listening to pupil voice, many schools still have no co-ordinated way of asking their children how they feel about their school. This makes 'listening' an intermittent and, in many cases, a dysfunctional process. The danger is that pupils are only ever questioned, for example, within a specific 'self-evaluation' framework for the benefit of a four-yearly inspection event.

Operating on the simple premise that children might be either happy or unhappy with their school is a basic platform to start from. My work over the last 18 months has addressed just that point and following considerable research and in-school trials I have generated an online program for children to respond to questionnaires about their school. The program is called ABCi (Assessment by Children of Inclusion) and is a differentiated package that works on multiple choice options using animated symbols.

Children are asked about five aspects of their school life to include the classroom, the school, the playground, the dining room and the community. Their responses generate data for their teachers, and they are able to address areas of concern by writing an online action plan. Other elements of the package include comments, teacher action plans, and parent, teacher and support staff questionnaires.

It is my hope that this package will enable children to have a positive investment in their learning, thus gaining a greater sense of self-worth. Also I see parents, teachers and managers coming together to improve the experiences of their children in school. It is from a small seed that bigger things may grow.

If you want to know more visit [www.abc.org.uk](http://www.abc.org.uk)



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# Inclusion in NI - case studies

*L Greehy, L McWhirter, J Carroll*

Peripatetic service North Eastern Education and Library Board, Northern Ireland

In Northern Ireland (NI) there are currently five Education and Library Boards. This article is based on current practice in the North Eastern Education and Library Board (NEELB) - headquarters in Ballymena - which is the largest board geographically in NI and is very rural. Consequently the children are widely dispersed. The NEELB is committed to inclusion and it is the EAS's (Educational Audiology Service) policy where possible (and when required resources can be made available to meet assessed needs) to support deaf children in a mainstream setting. Where the assessed needs cannot be met in a mainstream school then the pupils are supported in a unit (the NEELB has two units for deaf children at secondary level - one in Ballymena and the other, further north, in Ballymoney), educated at the school for the deaf at Jordanstown or in a another type of special school.

The EAS currently has six full time and one part-time peripatetic Teachers of the Deaf. Our communication policy is the Natural Aural Approach (unless a parent has a very decided preference for sign language). We aim to enable our deaf children to develop linguistically, cognitively and emotionally so that they can have satisfying, happy and useful lives within their own family and the hearing world.

Currently there are fifty-eight deaf hearing-aid/cochlear implant users (mild to profound) being educated in a secondary mainstream setting. There are also four children in hearing-impaired units, thirteen children at Jordanstown school for the deaf and three at school in England. (These figures do not take into account those children with hearing impairment and additional difficulties being educated in special schools for moderate/severe learning difficulties).

All children are individuals and have different needs at different times in their lives. Assessment of needs is an ongoing process, and the level and type of support provided will depend on outcome of assessment. EAS support ranges from parent guidance, annual Audiological Assessment, INSET to mainstream staff, training and use of a Classroom Assistant, regular individual teaching by ToD or all of the above. The majority of deaf secondary school children do not receive peripatetic teaching support. (Currently only 8% of those being educated in mainstream receive such regular teaching support and they fall within the severe/profound range of deafness). Limited resources mean that intervention focus is at pre-school and primary school stages to enable children to access the curriculum.

We have selected three profoundly deaf pupils - two of whom are supported by peripatetic ToDs, the third is taught in a Unit - to demonstrate our approach to inclusion.

Pupil A is a hearing-aid user (late diagnosis). Pupil B is a cochlear implant user. They attend their local secondary and grammar schools respectively. They both receive fifteen hours Classroom Assistant (CA) support plus four hours ToD support (shared between two teachers). Pupil A makes full use of a Microlink FM system. At the beginning of each term ToDs, SENCO, CA and, where possible, parents meet to discuss IEP and subject areas where most support is required. How this works in practice is that pupils A and B may be in class on their own, may be supported by a CA in class, or working out of class on a one to one basis with CA or ToD. Pupil A has just completed GCSEs (AQA and CCEA examination boards). She achieved three grade Bs in Art, French and Music, Grade C in Maths. Grade D in Science and Grade E in English. This year she is to continue improving English and Science and to begin studying ICT and RE for GCSEs next year as well as attempting some 'AS' level Art on a trial basis. A has always taken an active part in school drama and music, often appearing on stage in a speaking role. Her mother feels that inclusion in her local school has been positive - it has meant that A has been able to maintain friendships and remain part of her local community. She also feels that A would not have coped so well without the positive input from mainstream school staff.

Taking into consideration that A was accepted into her local mainstream school on a trial basis only, the SENCO feels that the support network provided, the resulting improved teacher awareness of deafness and A's very sociable nature meant that inclusion for A has worked as well as she could.

Pupil B will sit GCSEs in 2006.

The third pupil C is enrolled in a secondary school with a unit attached to which she is transported daily (45 minutes from home). She is in her second year of her Entry Level programme and also attends a technical college one day per week on a vocational course along with her mainstream class. Her ToD accompanies her to some mainstream classes and also works on a one to one basis in the unit, sometimes using a web cam to link up with her class. C has classroom assistant support when her ToD is working with other deaf children. She is heavily involved with the school's Special Olympics

(SO) programme and has just returned from the Czech Republic with a bronze medal in sprint and a silver in relay . The inclusion of this child in the SO programme led to a massive rise in her self esteem and independent thinking. Her interpersonal skills have risen dramatically due to meeting athletes, coaches, organising personnel and fellow competitors as well as international travel. All of which can only be beneficial to her linguistic development and communication skills.

For inclusion to work, we recognise the importance of good collaboration with the school, family and outside agencies; the importance of maximising the use of residual hearing through daily hearing-aid/implant checks and the use of sound field systems and radio aids together with regular audio assessment.

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## 'Getting It Right!'

*Pauline Hughes*

Chief Executive, Ewing Foundation

'Getting It Right!' is the Ewing Foundation's latest publication on the effective use of personal FM systems. It comprises a DVD or video, with a comprehensive training manual and photocopyable handouts. It is, in effect, three programmes in one.

The first film 'It All Adds Up' shows a mainstream teacher afflicted with 'Jekyll and Hyde' syndrome, allowing viewers to spot the deliberate mistakes for themselves, then see good classroom practice modelled. In the second part, 'Lola's Birthday' shows different options for FM use in the classroom. 'Louisa is Listening' is the third section, demonstrating through speech discrimination testing in different listening conditions, clear evidence of FM benefit.

The training handbook gives prepared materials and activities to use in conjunction with the video, for staff training. The video material is 50 minutes long, but can be delivered at three separate training events, as it is organised in three timed sections. The contents list in the handbook gives timings for each section, with and without activities.

The complete pack of DVD/video, with the training manual and handouts is £75, and available from Graham Hamilton, Ewing Foundation, c/o HCD, School of Psychological Sciences, University of Manchester, Oxford Road, Manchester M13 9PL. Telephone 0161 275 3367 or email [graham.e.hamilton@manchester.ac.uk](mailto:graham.e.hamilton@manchester.ac.uk)

## Examinations, reasonable adjustments and the implementation of the DDA

*Paul Simpson, Secretary, BATOD*

November 2005

**Present:** Representatives from BATOD, BDA (Dyslexia), DRC, NASS, NDCS, RNID, SENSE, SKILL,

**Context:** The meeting had been called by the NDCS following the announcement that the DDA will apply to qualifications from September 2007 but certificate indications will be withdrawn (again) after the Summer examinations of 2006; and to discuss the removal of oral communicators. All bodies represented had found JCQ and QCA reluctant and slow to answer letters and when letters were answered they revealed a lack of understanding of subject.

### Main concerns and points made

- ❑ Effects of withdrawal of certificate indications on BSL-using English deaf students, and those studying music and MFL; the use of readers with VI students
- ❑ The removal of oral communicators affecting deaf students and those with dyslexia
- ❑ It was agreed that it would be desirable if all examination criteria were written so as not to exclude disabled students but the QCA are very slow in the revision process
- ❑ JCQ seem to be interpreting the DDA in a very narrow way
- ❑ Ironically the introduction of the DDA in this area seems to be causing more difficulties to disabled students rather than fewer.

### Action to be taken

- ❑ Request a meeting of bodies present with the QCA to express these concerns (NDCS to action)
- ❑ Gather together all the correspondence relating to this issue (NDCS to co-ordinate)
- ❑ DRC to pursue issue of oral communicators when meeting Awarding Bodies and Access to Assessment committee in near future
- ❑ Seek legal advice on JCQ's interpretation of the DDA (S Haines of DRC)
- ❑ Prepare briefing document summarising the main issues (Rory Cobb; Anne-Marie Hall, Paul Simpson) within the next three weeks
- ❑ Contact the All Party Group on Deafness if QCA meeting not forthcoming; ask Parliamentary Question? Contact APG on Disability
- ❑ Try to discover an effective story for media publicity
- ❑ Raise the matter at the Special Education Consortium (Anne-Marie Hall)
- ❑ Approach Children's Commissioner if other avenues do not bear fruit.





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It is not uncommon for children with permanent hearing loss to be a little self conscious, embarrassed or think they may be teased about wearing their hearing aids, especially with their peer group.

The Starkey Better Hearing Initiative (BHI), since its launch in 2000 with Manchester United Football Team, has been given permission to use all the Premiership Football Teams' Crests, Rugby Union and League Crests, as well as National Rugby and Football Teams' Logos from England, Scotland, Wales and Ireland. In 2003 Starkey were kindly given permission from Mrs Roger Hargreaves to use the Mr. Men and Little Miss characters, and more recently during 2004 received permission in an agreement with BBC Worldwide to use the Tweenies, Teletubbies and Fimbles and a new arrival Tracy Beaker.

The Starkey BHI receives enthusiastic support from all of the clubs and corporations that allow their logos to be used. Added to this, Starkey could also fit specially developed coloured tubing into the ear mould and apply either clear or coloured plastics to the moulding, giving the final touch of customisation and fun.

In early 2005, Mersey TV contacted Starkey requesting equipment and advice regarding a new character joining their Grange Hill cast, Rebecca Anne Withey - a hearing-impaired actress, playing the role of Holly Parsons, a hearing-impaired teenager within a mainstream school - Grange Hill. Starkey were delighted to give their support to Mersey TV and Rebecca. This is a first for both Mersey TV and Starkey. The new series of Grange Hill featuring Holly will be aired on BBC1 in January 2006.

Better hearing means better quality of life. Starkey compliment all of their supporters in their commitment given to the Starkey Better Hearing Initiative and to hearing-impaired children.

For more information on the Starkey Better Hearing Initiative, or a free BHI Character Brochure contact Starkey Laboratories on 0500 262131, Arlington Laboratories on 01635 569346 or visit our new dedicated website [www.StarKidsBHI.co.uk](http://www.StarKidsBHI.co.uk)

## *Support for effective inclusion - the core work of the Ewing Foundation*

*Joyce Sewell-Rutter, Education Consultant, Ewing Foundation*

The Ewing Foundation is a national charity named after Sir Alexander and Lady Ewing who were pioneers in enabling deaf children to communicate in a hearing world through the use of spoken language. The Foundation was set up in 1952 and still works today to ensure staff are supported in the workplace to maintain effective inclusion and enable pupils to reach their listening and learning potential in a fast moving technological age.

It does this in a number of ways and in a wide range of educational settings, by working with individuals, taking part in seminars, day courses and through discussions with schools and LA's, and by collaborating with other organisations involved in the education of deaf children.

Three educational consultants visit schools and services nationwide to give support in effective use of residual hearing, development of language and literacy and access to curriculum thereby enhancing the development of inclusion possibilities and targeting the challenges.

Three experienced technicians provide support through advice on acoustic conditions and the listening environment, maintenance of hearing aids and other equipment, advising on radio aid setup, troubleshooting and providing solutions.

Some examples of recent work in the North West include:

- ♦ A group of LSAs received training about the role of adults in supporting language acquisition both at home and in school. This took the form of a presentation and discussion followed by appraisal of a video of their interaction with pupils. They identified two aspects of interaction that they wished to improve during the following month. They were then re-videoed and the LSAs self-evaluated the changes that they had made and the impact on the pupil's participation. This ensured that pupils were effectively included whilst receiving the necessary support for language development.
- ♦ A HI service received 'post-MCHAS' training to ensure that Teachers of the Deaf fully understood the changes in protocols for regular electro-acoustic testing and setting up FM systems, and the reasons for the changes. This ensures that equipment continues to be managed effectively and pupils receive benefit from the full potential of DSP technology thus maximising the opportunities for inclusion in mainstream classes.
- ♦ The new training DVD/video 'Getting it right' (see page 11).

# Inclusion facilitated by visual access to spoken English

Anne Worsfold, Executive Director, Cued Speech Association UK

We are all familiar with the problems of inclusion: does this scenario sound familiar? A profoundly deaf, BSL-using deaf boy aged about nine - we'll call him B - is placed in a mainstream class with a CSW who has level 2 BSL. The class teacher uses spoken English; the CSW translates (partially, because of the gaps in her vocabulary) into BSL; and then B is required to produce work in written English. English is also used for most social activities to which B only has second-language access.

Or this scenario? A severely deaf girl of the same age who has been brought up orally - we'll call her G - is struggling in mainstream. She requires pre- and post-teaching, additional help with grammar and has limited access to whole-class teaching. G also has problems with informal teaching situations and social activities if there are significant amounts of background noise.

Both of these common situations have inherent problems but there is an alternative. Q, a profoundly deaf boy, is a Cued Speech user and has a Cued Speech Transliterater (CST) in mainstream class. The teacher - of course - uses spoken English; his CST transliterates into cued English and he produces work in written English. The written English and cued English match phoneme for phoneme and Q can learn to read using phonetics in the same way as his peers. There is no necessity for Q to translate from one language to another as B does and - unlike G - he has easy, stress-free access to complete English, sound-by-sound in real-time.

A CST uses Cued Speech without voice to clarify the speech of a third person in real-time. They serve a similar function to that of a translator but, rather than translating from one language to another, the CST transliterates the same language from one medium (sound-based spoken English) to another medium (vision-based cued English). Provided that deaf consumers are able to receive a verbatim service, transliterators cue everything that is said in the mainstream environment. This includes what the teacher says, student comments, jokes, inappropriate remarks, correct and incorrect answers, and even profanity. The objective of the transliterator is to facilitate (not replace) communication between deaf and hearing people.

There are many advantages to accessing education through a CST. Because it gives complete and unambiguous access to spoken English<sup>1</sup>, deaf children brought up with it have English language development which echoes that of hearing children<sup>2</sup>. They achieve reading scores which equal hearing children<sup>3</sup> and can develop an internal phonological

model of spoken language, including good rhyming skills<sup>4</sup>, which enables them to learn to read using the same techniques as hearing children<sup>5</sup>. In addition, case studies suggest that Cued Speech is a great help with speech and enables deaf children familiar with it to more easily lipread those who do not cue.

There are also practical advantages. Cued Speech is comparatively easy to learn. CSTs can be fluent in months rather than years and once the system has been learnt any word can be cued, including specialist vocabulary.

Are there any problems with using CSTs in education? They appear to be minimal. There is of course the issue, which is shared with visual languages, that the deaf child is unable to access language visually whilst simultaneously looking at a task and the class will need to be managed effectively so that this is minimised.

However, CSTs need adequate training. The basics of CS can be taught in a 20-hour Foundation course but many hours of practice are needed to become fluent. The Cued Speech Association also offers Intermediate and Advanced courses to build fluency but CSTs need to be more than fast, accurate cuers. In both America and France, where CS is much more widely used, there is specific training for CSTs leading to nationally recognised qualifications. Subjects covered include how to cue non-speech and environmental sounds, recognising occasions when verbatim transliteration is not appropriate and the ethics of transliteration. At present, similar training is not available in the UK but the Cued Speech Association plans to have the first course running in 2006.

For more information about how Cued Speech could help your pupils or to register for a course contact: The Cued Speech Association UK, 9 Jawbone Hill, Dartmouth, TQ6 9RW  
Telephone (voice and text): 01803 83 27 84  
email: [info@cuedspeech.co.uk](mailto:info@cuedspeech.co.uk)

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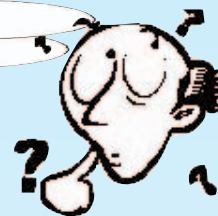
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# Issues at a mainstream secondary school with resource base

Kath MacDermott  
Oxfordshire

## Potential strategies and difficulties



### Ensuring good listening conditions

- ♦ provision of high quality, well-maintained radio aids - a 'radio only' facility can be beneficial
- ♦ use of a conference microphone for group work
- ♦ use of a Public Address system
- ♦ classroom adaptations (eg carpeting, rubber boots for lab stools, curtains)
- ♦ advice to staff (eg management of radio aids, hands-up policy, closing windows and doors)
- ♦ withdrawal for individual, pair and group work when appropriate
- ♦ information for hearing peers about the negative effects of background noise
- ♦ choice of class

### Encouraging students to wear their radio aid

- ♦ provision of cosmetically acceptable radio aid
- ♦ establishing a routine
- ♦ expectation from staff that the radio aid will be handed over

### Supporting a student in class with a significant language delay

- ♦ advice to staff (eg maximising visuals, key vocabulary and definitions on board)
- ♦ pre-teaching of key vocabulary and concepts
- ♦ modification of worksheets (possibly on-the-spot)
- ♦ note-taking for use in-class, homework and consolidation
- ♦ post-input discussion and support with tasks
- ♦ individual, pair or group withdrawal if appropriate (planned/ad hoc)
- ♦ parallel teaching for an agreed proportion of lessons to pre- and post-teach
- ♦ post-teaching - consolidation of key concepts and vocabulary during any available slots

### Obtaining information from staff (eg lesson plans, worksheets, videos)

- ♦ encourage support staff to glean information during the previous lesson
- ♦ keep previous note-taking books (with worksheets) for reference
- ♦ on-the-spot differentiation of material in class by support staff
- ♦ advice to staff about modifying resources
- ♦ keep a bank of commonly used video summaries

If a summary is not available and video has not been discussed in advance

- ♦ advise staff to stop videos at regular intervals
- ♦ show video at a later date (possibly withdraw student)
- ♦ note-take alongside student
- ♦ for parallel teaching, regular meeting time with teacher
- ♦ termly sheet asking for brief outline of content, list of videos and any sheets needing modification

### Finding base time to develop language and literacy

- ♦ parallel teaching - language through the curriculum
- ♦ disapplication for specific language work (rarely Modern Foreign Language)
- ♦ support for parents so that this can continue at home

### Finding age-appropriate materials for students with a significant language delay

They do exist - eg:

- ♦ High Impact series: Heinemann Learning Support
- ♦ Penguin Readers: Penguin
- ♦ The Graphic Shakespeare Series: Evans Brothers Limited
- ♦ Writing Guides: Scholastic



Games are usually enjoyed regardless of age - eg:

- ♦ 101 Red Hot English Starters: Letts
- ♦ Language Games Compendium (Gough): Hodder & Stoughton

### Maximising attendance at INSET

- ♦ use the Head Teacher
- ♦ slots during INSET days
- ♦ comfortable surroundings etc

### Helping staff to understand the difficulties a hearing impairment and language delay can present

Effective INSET, eg:

- ♦ speech filter tape
- ♦ speech filter video
- ♦ list of all the words a student didn't know in one lesson
- ♦ video clip of student interacting in a base session
- ♦ student or mainstream teacher delivering part of INSET
- ♦ effective handouts - possibly subject and/or student orientated
- ♦ teach the class, releasing the teacher to work with the student

### Encouraging staff to adopt facilitative teaching strategies

- ♦ praise what has worked well in lesson to encourage continued use of strategy
- ♦ encourage students to be more verbal about their needs
- ♦ de-personalised general reminder notes
- ♦ departmental INSET
- ♦ Jekyll and Hyde video

### Promoting friendship links

- ♦ careful choice of class
- ♦ group withdrawals
- ♦ strategic seating arrangements and groupings
- ♦ encouragement to join clubs - starting clubs
- ♦ use of the Base at lunchtimes for groups of hearing and deaf students
- ♦ avoidance of 'velcro' model of support
- ♦ buddy system
- ♦ advising on appropriate social behaviour
- ♦ deaf awareness as part of PSHE programme
- ♦ encouragement of links with other deaf students (eg activity days, DELTA, NDCS)

### Finding appropriate language assessments

- ♦ ACE (test of comprehension and expression)
- ♦ Harpa (test of phonology)

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# Inclusion beyond 16: where does the money come from?

Education Team at RNID

Starting college or university raises a number of issues for all young people, but deaf learners and their families will have understandable concerns about the type and level of support available to facilitate full inclusion. This article aims to provide information about the funding available to institutions and individuals.

From September 2005, all phases of the SEN Disability Act (Disability Discrimination Act Part 4) are in force. This means that educational establishments must not place disabled students at a substantial disadvantage by failing to make reasonable adjustments to their policies, procedures and practices. They must provide auxiliary, or additional, aids and services and make reasonable adjustments to physical features.

## Further Education Colleges

The Learning and Skills Council (LSC) is responsible for funding post-16 provision in England. Under two-tier arrangements for Additional Learning Support (ALS) drawn up for 2004-5, colleges do not have to complete ALS costs paperwork for learners requiring support costing up to £4,500. For claims over this amount, the LSC requires a breakdown of the support costs. Although only around 5% of claims are for more than £4,500, most severely or profoundly deaf students on full-time courses will come into this category.

For larger claims, the initial £19,000 will be resourced from the centre's block allocation, with the LSC making additional payments for the balance. It is likely that many deaf students will fall into this category if their needs are being fully met, since the costs of interpreters, communication support workers (CSWs) and specialist equipment are high.

## Students in Further Education

There are four main sources of support for which deaf students may be eligible:

- ◆ Disability Living Allowance (DLA)
- ◆ Incapacity Benefit
- ◆ Income Support
- ◆ Education Maintenance Allowance (EMA)

Students can claim the first three in their own name as soon as they are sixteen. However, if they do so, their parents will no longer be able to claim benefits for them such as Child Benefit or Child Tax Credit, and other benefits they receive may be reduced. Students attending residential schools or colleges for deaf learners may be eligible for some benefits, but they should get specialist advice.

**Disability Living Allowance** is available to all disabled people whether they are studying, working or unemployed and can be used to pay for communication support or for help in coping with unfamiliar situations. If parents receive DLA for their child, the student can claim on their own behalf when they reach sixteen. It is not means-tested or affected by any other income or benefits that may be received.

**Incapacity Benefit** can be claimed from the age of 16, in addition to DLA, on the basis of being incapable of work. It is not available to full-time students under nineteen at school or college studying for GCSEs, A Levels, GNVQ Advanced, BTEC Nationals or their equivalent. However, it is important for students to claim Incapacity Benefit before they reach the age of 20 - or 25 if they have been in full-time education or training since before their twentieth birthday - as there are special rules for young people. Once they are over 20 (or 25 in some circumstances) they will only be able to claim Incapacity Benefit if they have paid national insurance contributions through employment.

**Income Support** is a means-tested benefit designed to ensure that a person's income reaches a basic level. If Incapacity Benefit is less than the Income Support, both benefits can be claimed. Most full-time students aged 16-18 cannot claim Income Support, but deaf students may be eligible if they can show that their disability is so severe that they would be unlikely to get a job within the next 12 months even if they were available for work. Usually, a doctor's letter will be sufficient proof of eligibility. Income support is not affected by the number of hours being studied and may be available even if Incapacity Benefit has been denied.

**Education Maintenance Allowance (EMA)** is available in England, Northern Ireland and Wales for all students over sixteen studying a course up to and including A Levels. The amount paid may be up to £30 weekly depending on parents' income and will not affect any other benefit the students or their parents receive.

## Higher Education centres

Course providers can take into account whether or not other resources are available to students, such as Disabled Students Allowances (DSA), but if these do not cover everything needed, the university may be obliged to provide the additional aids and services as a reasonable adjustment under the DDA.

## Students in Higher Education

Disabled Students' Allowance (DSA) are available to deaf students on most HE courses. For an undergraduate, the DSA comprises three parts: an equipment allowance (maximum £4,680 from September 2005) to cover the duration of the course; an annually renewable allowance for non-medical human support (up to £11,840) and a further annually renewable allowance (£1,565) for general consumables. Part-time students may be entitled to DSA at a lower rate. DSA are administered through LEAs and it is advisable to apply as soon as a student decides to apply for a university course.

A particular issue for deaf students is that the maximum amount available for non-medical helpers may be insufficient to meet the cost of their communication support. Any additional funding requirements have to be met through the institution or other sources such as charities.

Postgraduate students receive a fixed amount of DSA (£5,640 per year) to cover all their support needs, which again falls far short of the amount required by most deaf students for their communication needs. Deaf students with additional disabilities such as visual impairment, dyslexia or mental health problems find it even more difficult to fund all their support needs from their DSA. Student loans are available to most students in higher education, repayable at a low rate of interest, after graduation when incomes reach a certain level. Information about loans is available from Local Education Authorities in England and Wales, Education and Library Boards in Northern Ireland and the Student Awards Agency in Scotland, which assess the maximum loan available (this may be affected by parents' or partners' earnings). Students do not have to take out the full amount of the loan available.

Career Development Loans may be made if other sources of funding are not available. Courses must be related to a specific job (even if this is not the job an applicant is currently doing). Loans are between £300-£8,000 to cover up to 80% of course fees and other costs.

Additional grants and allowances may be available to students with dependent children and/or family members.

Some means-tested social security benefits may be available to deaf students. Eligibility depends on a number of factors, including the type of course, whether it is full-time or part-time and whether the student has other sources of income.

These benefits may include:

- ♦ Council Tax Benefit
- ♦ Housing Benefit
- ♦ Income Support or Jobseeker's Allowance

## Caution!

It is important to distinguish between funding and benefits issued for the purpose of providing communication support or equipment and those that are designed to cover the general cost of living. For example, a deaf student should not be expected to use their EMA, student loan, career development loan or income support to pay for human or technical aids. Only grants such as DSA or awards from other bodies specifically for providing support should be used for this purpose. The responsibility for ensuring access to a course rests with the course provider.

## Further information

Publications, factsheets and other useful contacts are available from RNID: [www.rnid.org.uk](http://www.rnid.org.uk)

The Benefit Enquiry Line (BEL) tel 0800 882 200 text 0800 243 355. Northern Ireland: tel 0800 220 674 text 0800 243 787

Education Maintenance Allowances: England

[www.ema.dfes.gov.uk](http://www.ema.dfes.gov.uk) Wales [www.emawales.gov.uk](http://www.emawales.gov.uk) Scotland

[www.emascotland.com](http://www.emascotland.com) NI [www.emani.gov.uk](http://www.emani.gov.uk)

Skill (National Bureau for Students with Disabilities)

[www.skill.org.uk](http://www.skill.org.uk)

Career development loans: [www.lifelonglearning.co.uk](http://www.lifelonglearning.co.uk)

The Department for Education and Skills (DfES) produces two booklets for students in England and Wales: Financial Support for Higher Education Students in 2005/6 and Bridging the Gap: a guide to Disabled Students' Allowances in HE in 2005/6

[www.dfes.gov.uk](http://www.dfes.gov.uk)

Department for Employment and Learning (Northern Ireland)

[www.delni.gov.uk](http://www.delni.gov.uk)

Student Awards Agency for Scotland

[www.student-support-saas.gov.uk](http://www.student-support-saas.gov.uk)

The Educational Grants Directory can be ordered from the Directory of Social Change [www.dsc.org.uk](http://www.dsc.org.uk)

Educational Grants Advisory Service [www.fwa.org.uk](http://www.fwa.org.uk)

## Mary Grace Wilkins Travelling Scholarship



Want to carry out  
small scale classroom  
research?

BATOD members with ideas for small scale research or study which has direct relevance to deaf pupils/students in the British Isles are invited to apply to the MGWTS.

Visit the BATOD website for more information

[www.BATOD.org.uk](http://www.BATOD.org.uk)

**funding available up to £1,000**

further details from:  
BATOD Secretary  
Mr Paul A Simpson  
175 Dashwood Avenue  
High Wycombe  
HP12 3DB

email  
[secretary@BATOD.org.uk](mailto:secretary@BATOD.org.uk)  
tel: 01494 464199



# The right decision?

Cheryl Phillips

Parents of severely and profoundly deaf children, living in a small community in a large rural county, are faced with a huge dilemma. Should their child be educated out of county in a school environment with other deaf children? Would their child's educational needs be better met by qualified Teachers of the Deaf, teaching in purpose-built or adapted buildings and sympathetic to their needs? Or should their child be educated in the local school by teachers unfamiliar to the needs of the deaf and in acoustically unfriendly buildings? There is no right or wrong decision.

If they happen to live in a rural Welsh county, there will be no thriving deaf community for a severely or profoundly deaf child. Such children are often the only deaf child in the village with the nearest deaf peer living more than thirty miles away.

As a peripatetic Teacher of the Deaf I have taught across the full age range and hearing loss. During the last ten years, I have focused on teaching severely and profoundly deaf pupils, of secondary school age. Whenever possible, these pupils had attended local primary schools within their home catchment area. They attended a local mainstream secondary school, were taught using an auditory/oral approach, all had hearing parents and lived in small rural communities.

Occasionally when four or five severely or profoundly deaf pupils, of similar ages but from different villages reached school age, small resourced Bases were set up within one of the primary schools. The children received in-class support from Learning Support Assistants and were taught alongside their hearing peers with input from a Teacher of the Deaf.

This provision was then followed through into secondary school. Prior to the pupils starting secondary school, INSET was delivered in the school either by the Head of Sensory Services or by myself (as the Teacher of the Deaf to be based in that school). Hearing-Impaired Service leaflets and NDCS literature on deaf-friendly teaching were made readily available to staff and copies were prominently displayed in the Staff Room.

I was on hand to offer on-going help and advice to ensure deaf friendly teaching methods were employed. It also became increasingly useful when communication became an issue. Misunderstandings were soon sorted out benefiting both pupils and staff.

The resourced Base served not only as a dedicated teaching area for one-to-one withdrawal sessions and a place where hearing aids and radio aids could be checked (so important in the auditory/oral approach), but it also became a place that the deaf pupils could call their own. Friends were always welcome, problems seemed to be sorted and confidence and independence were encouraged.

Whenever possible, deaf pupils followed the normal school timetable of their hearing peers. Ideally worksheets were differentiated to allow the deaf pupils to access the language independently. Subject teachers, Teacher of the Deaf and Learning Support Assistant worked closely together.

Usually the profoundly deaf pupils were withdrawn from one or two subjects to allow time in the resourced Base. Here emphasis was placed on development of language, speech, communication and listening skills. Parents, pupils and staff were consulted when deciding upon the withdrawal subjects.

Despite these withdrawal sessions, emphasis was placed on integration and inclusion into all aspects of school life whenever possible. The resourced Base had close links with the Special Needs Units/Learning Support Units and I have been fortunate in working alongside some excellent Special Educational Needs Coordinators. On occasions, during mainstream withdrawal sessions, deaf pupils have worked with pupils with special educational needs either in the Base or in Special Needs.

A routine was soon set up. Pupils arrived in school and headed straight for their Base (usually with hearing friends in tow!). I checked hearing aids, radio aids etc daily, with the help of the LSA assigned to work with the deaf pupils. The pupils then attended their registration groups alongside their hearing peers. The normal school timetable was followed with myself or the LSA as in-class support or the pupil attending the Base for one-to-one teaching. At the end of the day the pupils returned to their Base to store their radio aids and put batteries on charge before joining bus groups or walking home with friends.

After completion of KS3, option subjects were chosen, and pupils continued on to KS4 with their hearing peers. At this stage, the deaf pupils were given the opportunity to drop one option subject to allow them time to attend the resourced Base for

continued language, speech, communication and listening sessions. Time was also given for private study enabling them to keep up with the demands of coursework. During these sessions, subject specific language was reinforced and new concepts explained. Occasionally social and emotional problems were flagged up by the deaf pupils and these could be discussed in the privacy of their Base and on 'familiar territory.' The pupils found the GCSE and COEA courses demanding and I firmly believe that having their own base within the mainstream school was helpful.

Over the last ten years the deaf pupils in each of the three mainstream secondary schools have successfully followed GCSE and COEA courses. School prizes and commendations for academic achievement and effort have been deservedly awarded to many of these pupils.

On completion of Key Stage 4 nearly all pupils have continued on to Further Education (FE) usually attending local FE Colleges. Two students opted for residential college for the deaf but have returned after two years and completed their training locally. The local FE College (over one hour travelling each way) provides a similar set-up to the mainstream secondary school. Deaf students have studied 'A' levels or vocational courses alongside their hearing peers. Support Assistants were assigned to the deaf students and ToD time was bought in. Many of the severely deaf pupils have gained university places and the profoundly deaf pupils have successfully completed their vocational courses and gone on to have jobs within the local community.

There are naturally advantages and disadvantages of any system. I would be kidding myself if I said that everything within this system was good. It is only as good as the effort that is put into it. On the positive side, I do believe there are many advantages to educating severely and profoundly deaf pupils from small rural communities within a resourced Base in a local mainstream school. The most important are

- ♦ continuing to live at home with the family unit;
- ♦ education within the local environment and where pupils are part of the community;
- ♦ pupils often attending the same school which parents, grandparents, siblings and relatives have attended;
- ♦ friendships made during pre-school can be maintained into primary school;
- ♦ pupils transferring through Key Stages with hearing peers.

One major influence on the success of such resourced facilities is having a Teacher of the Deaf based at the school.

- ♦ The presence of a ToD in schools helps to highlight the educational needs of deaf pupils.
- ♦ ToD ensures that hearing aids and equipment are maintained.
- ♦ There is on-site advice on amplification systems for installation into classrooms which may be beneficial to all pupils.
- ♦ The ToD can offer assistance and advice on differentiation.
- ♦ Close liaison can be established with parents and the ToD.
- ♦ Issues arising can be dealt with swiftly.
- ♦ The staff agree that they are better teachers for having taught these pupils and for having made adjustments to their teaching.

As with any system, there are disadvantages. These are the key disadvantages I have encountered.

- ♦ lack of differentiated material
- ♦ curriculum not suited to the needs of deaf pupils
- ♦ teachers unfamiliar with the needs of deaf pupils
- ♦ pace of lessons too fast for deaf pupils to access independently
- ♦ reliance of deaf pupil on 'support'
- ♦ poor acoustics within school buildings
- ♦ deaf pupils feeling isolated
- ♦ no deaf adults or role models within the school.

Many of these issues can be addressed once mainstream staff are made aware of them. With understanding and effort from all parties involved, both hearing and deaf pupils can be successfully educated in a mainstream environment.

Receiving emails from past pupils, telling me of their successes and of their lives to date, I am encouraged that the road their parents took was the right one for them. The hard work and effort required from these youngsters, in keeping up with the demands and pace of today's mainstream education, have paid off. Each has battled with speech and language delay and may have been one of only a few deaf pupils, if not the only one, in school but, I believe, none have not felt 'the odd one out'. They are all children first and though their deafness presents a common difficulty, differing needs have been met appropriately.

I feel our Service has successfully played its part and that I, as a part of the Service, have helped to send these young men and women into the adult world.



## The Con Powell Memorial Scholarship

Pauline Hughes  
Chief Executive, Ewing Foundation

The Trustees of the Ewing Foundation are offering a new scholarship, in memory of the late Con Powell. We have tried to make the candidacy and areas of research or development as wide as possible to encourage applications. The bursaries will be available from April 2006. Information and application forms are on our website: [www.ewing-foundation.org.uk](http://www.ewing-foundation.org.uk)

### Background

The Ewing Foundation was established in 1953 to promote and support good practice in the auditory-oral education of deaf children.

Con Powell was for many years a Trustee of the Ewing Foundation and, latterly, its Chief Executive. He made an immense contribution to the education of deaf children. He was an outstanding Teacher of the Deaf and audiologist who during his working life influenced teachers and parents of deaf children, and many others, to understand better the potential and abilities of children born deaf. Con was also a founder member of Delta, a Trustee of RNID, and the first President of BATOD.

His driving passion was that deaf children should achieve their academic and personal potential through effective auditory-oral education. The scholarship that bears his name shares the same goal.

### Aim

To support research to further good practice in the auditory-oral education of deaf children.

### Areas of research

- 1 auditory-oral development in deaf children under 2
- 2 the effective use of the residual hearing of deaf children and young people
- 3 the effectiveness of auditory-oral education in enabling deaf children and young people to achieve their linguistic, social or academic potential
- 4 other research or development that supports the general aim of the scholarship.

### Candidacy

Professionals, students, or parents of deaf children or young people

### Projects


A bursary of £2,000 a year, for up to 3 years, can be awarded. Bursaries will be available biennially from April 2006.

### Support

Successful applicants will have a mentor, who will usually be one of Ewing Foundation's Education Consultants.

### Outcomes

The project results, whether these are resources or publications, should acknowledge the support of the Ewing Foundation.

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| <p>DEAFNESS &amp; LITERACY<br/>2006</p> <p>University of Oxford<br/>Mansfield Road<br/>Oxford<br/>OX1 3TD</p> <p>Phone: 01865 284 893<br/>Fax: 01865 274 027</p> <p><a href="mailto:diana.burman@edstud.ox.ac.uk">diana.burman@edstud.ox.ac.uk</a></p> <p>Due to a restriction on numbers for this free of charge, one day event, places will be allocated on a 'first come, first served' basis.<br/>Written applications only please.<br/>Successful applicants will receive confirmation.<br/>Closing date 30th April 2006.</p> | <p>A forthcoming one day event<br/><b>Deafness: Issues in Language, Literacy &amp; Numeracy</b><br/>Wednesday 21 June 2006<br/>10.00 - 4.00 pm</p> <p>Support: The Nuffield Foundation / Harris Manchester College / BATOD</p>  <p><b>Confirmed Speakers</b></p> <ul style="list-style-type: none"> <li>• Prof. Dorothy Bishop, University of Oxford</li> <li>• Prof. Peter Bryant, University of Oxford</li> <li>• Dr. Diana Burman, University of Oxford</li> <li>• Prof. Susan Goldin-Meadow, University of Chicago</li> <li>• Prof. Marc Marschark, National Technical Institute for the Deaf, Rochester Institute of Technology/ University of Aberdeen</li> <li>• Prof. Terezinha Nunes, University of Oxford</li> </ul> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Learning, language and literacy: cognitive underpinnings</li> <li>• The resilience of language</li> <li>• The impact of mild-moderate hearing loss on language and literacy development</li> <li>• The importance of morphemes and grammar</li> <li>• The use of visual skills in learning mathematics</li> <li>• The role of logic in learning mathematics</li> </ul> |
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# Inclusion in Leicestershire

Margaret Copeland  
Team Leader

As Team Leader, I believe it is all the different aspects of the support we give to children, their families and schools that create the framework to support inclusion. I want to give the flavour of the work through small personal examples of what is happening to support children as they progress through their lives.

Gill and Eloise's mum have written about the pre-school toddler group, support for the family and preparation for entry into school which starts well before the big day. Tom describes his feelings as an 'included' child.

Rosaleen Spencer has written about the transition from primary to secondary - again focussing on the preparation which is needed to ensure that inclusion is possible throughout the next stage of challenges.

The team has developed two areas of support to ensure that this is successful for our pupils. The first is a training opportunity for secondary support staff in schools, learning support assistants, teachers and special needs co-ordinators. We have, of course, provided training for many years but our new programme is in addition to this, takes place at the end of the academic year and targets a wider audience of staff who may not necessarily work very closely with the deaf pupils.

The aim of the course is to look at the working partnership between Teachers of the Deaf (ToDs) and school staff, as well as strategies to support the pupils. We have timed the course for the end of the year as the school year is winding down and pupils are often involved in off-timetable activities.

The courses have been well received and, I believe, are a positive development in that they are increasing whole school understanding and knowledge of strategies, which increase the probability of successful inclusion.

Staff from the primary and secondary phases have written about their perspectives. Sheena and Bethan have written a little about the way they felt that the support that their ToD gave them, helped their inclusion.

I want to write about two more developments within our Service

- 1 'Radio Daze' and 'Include Me Too' training DVDs
- 2 Developing a Youth Group

We developed the DVDs in 2004 to enhance our training for Leicestershire mainstream school staff. However, we have been approached by other services who would like to use this in their training and by the NDCS and the Ewing. The NDCS would like to advertise the DVD in TALK and the Ewing Foundation are referring to our work in their training pack.

We wanted to allow the young people we work with to contribute their voice to the training we provide. The process of making the films 'Radio Daze' and 'Include Me Too' involved us listening to the experiences of our pupils and sometimes we were surprised by their perceptions and strength of feelings. We are proud of the films, now that they are finished. We are reminded that successful inclusion has to involve teachers, including Teachers of the Deaf, listening to what pupils have to say about their experiences and feelings.

So back to the Youth Group. We have had a small amount of money from Leicestershire Youth and Community Service to develop activities for deaf pupils in mainstream schools.

How does this come into an article about inclusion? We believe that the children we support need the opportunity to meet other deaf children to promote a growing self-awareness and positive self-image. Often deaf children will not have the opportunity to meet with other deaf pupils as part of their everyday experiences in their local mainstream schools. There are of course wider opportunities - the local club at the Deaf Centre and Cochlear Implant Youth Group activities for example - but we wanted to offer something local which was part of the support we were developing and providing as a team.

It was important to us that the activities we presented were varied and occasional rather than fixed, regular sessions. We have offered football at a sports centre, bowling, and an early evening walk. We have used some of the money from the budget to pay for taxis to ensure that lack of transport did not prevent anyone attending an activity. We are pleased with the feedback we have had from the pupils who have attended and, although the idea of deaf children attending a group offering social activities is not at all original, we do feel it is important to create these opportunities for peer support across schools.

### **A parent's responsibility...**

For every parent with a child starting school it is a time of apprehension, sending them into the world without you. For the parents of a profoundly deaf child with a cochlear implant this level of apprehension was of a far greater magnitude than we had experienced with her elder, hearing brother. How will she cope? How will the teacher understand her? How will she fit in?

Preparing Eloise for school began months before entry. We sent her to a 'mainstream' playgroup enabling her to socialise with hearing children and for us to assess how well she could integrate in a 'mainstream' environment. Encouraged by the results, we were happy with the decision we made for her to be included alongside her hearing peers.

Eloise visited school to have a look around and the teachers visited playgroup to introduce themselves. At home, like many parents, we repeatedly talked about going to 'big school' and the sort of things she could look forward to doing.

We found some simple books to share about explaining the order the day would follow. As a result when Eloise started school it was an exciting adventure for her.

We are in the very early days but thankfully the signs are very positive and the only tears seem to be those from her mother!

### **The other side of the story?**

*Maria Jane*

Part of our work with deaf children in the primary school is to ensure that they are happy, have friends around them and that they feel comfortable with their hearing loss. To this end we encourage the children to be part of the normal classroom activities and to get involved with extra-curricula activities too.

Tom had friends in school when he was in year 5 but his special friend moved away in year 6. He found it difficult in the playground at dinner time unless he was playing football with the other boys, so when a new teacher arrived and suggested the munch bunch club, we encouraged him to join in. His class teacher made it easy for him and a few others by offering them an early lunch. Tom really enjoyed this club and made some new friends as a result.

Tom also enjoyed residential trips although on both occasions he was reluctant to go. There was a lot of preparation with both his family and the staff to ensure they were confident with the management of the hearing aids and the radio system. A sign of the measure of the success of these trips was the fact that Tom participated in everything he could with enthusiasm and talked about it for weeks afterwards and, in fact, still does.

At the same time as ensuring that Tom participated with school activities, we felt that it was important that he had an opportunity to meet with other deaf children. With this in mind, Youth Opportunity afternoons were organised. Children throughout the county were invited to attend these afternoons so that they could meet other deaf children who enjoyed doing the same things.

Tom has taken advantage of all the Friday afternoon activities and looks forward to meeting up with his deaf friends. This has resulted in Tom having not only hearing friends in school and at home but also a group of deaf friends who he can see when an activity is arranged and who he can now email.

### **How I was included in my primary school**

*Tom Ryan*

In year 5, I was good at Maths, English and Science. All the boys and girls in my class made parachutes, rockets and chariots. I burnt my hand with the glue gun when I did that!

We went to Castleton and on the way I was laughing on the bus because everyone was telling me jokes. Mr Smith and me and my mates walked up Mam Tor. When you walk up it, it hurts your legs and when you walk down it makes your legs feel funny.

When I was in year 6, I had some special mates. We played in the playground at play time. At lunch time I went to the munch bunch club with my mates. We made loads of things with lego, k'nex and lego technic.

Christmas was good because we did a play called Peter Pan. Everybody in year 6 had a part in the play. I was a black bear with Shaun, James and Liam. Lots of people came to see the play. We did one for the old people in the village and then they had some tea. We had to set the tables up for them.

I went to the Youth Opportunities Friday afternoons. We went to tennis first and then we did football. That was cool. I am looking forward to Bradgate Park next week because I can meet some of my friends again.

I liked going on the PGL holiday with my class because we stayed in a mansion. We did lots of activities like quad-biking, archery, swimming, raft building and zip line. We had a camp fire night. People were telling stories and we sang songs. It was good fun.

At the end of year 6 I went to a Transition Day. It was all about secondary school. We learnt how to clean our moulds, put new batteries in our aids, pack our school bag and then we did a game to show us how to make new friends.

I like my primary school and I like my secondary school too.

## Inclusion - the secondary stage

*Rosaleen Spencer*

The transition from primary school to secondary school is a big shift in independence for all children, but particularly so for deaf pupils. The adjustment to a secondary curriculum, many more noisy classrooms and corridors, more teachers with accents and beards and the increased responsibility for their own equipment and communication needs can be daunting.

Teaching assistants in secondary schools are commonly departmentally based, so the deaf pupil may come into contact with a much larger number of people concerned with their inclusion than before. A focus of our work with secondary schools supporting deaf pupils is to form links with all the various people involved so that support is co-ordinated and effective.

There is no perfect model of inclusion but some key elements of practice have been identified by our experience and discussions with Teachers of the Deaf from other services.

The first is essential - 'to prepare the ground well'. From the point of view of the pupils, one successful initiative has been to offer 'transition days' bringing together year 6 deaf pupils from across the LEA in order to have a day of fun and activities based around preparing for secondary school.

Preparing the school involves offering INSET, lots of it, in order to familiarise the staff with issues of audiology, equipment and the specific needs of individual pupils. Emphasis is placed upon the practical aspects of inclusion such as how to make lessons accessible from a deaf pupil's point of view and also raising awareness about important social aspects - 'being one of the crowd'.

Establishing a system of communication between teachers, support staff and ourselves is also very important. Since we may visit the school only once or twice a week this communication provides an ongoing overview of the pupil that enables us to target our support effectively.

An identified key-worker can act as an excellent reference point for both the pupil and us.

Good working relationships with busy teachers are built up over time and some of the essential liaison does involve walking the corridors and knocking on doors in order to request vital bits of curriculum information!

Ultimately, the overall aim is for the pupils to develop their own unique talents and to take charge of their learning. It is rewarding to observe pupils develop increasing confidence and independence and directing their support network and note-takers as they wish, because these are the self-advocacy skills and resources they will need to enter the next

phase of their education. Once they begin to do that we know we are becoming 'redundant', having done our job, and that is a good thing.

## Units and Inclusion - A High School Perspective

*Di Loveday*

Teacher of the Deaf, Gartree High School, Leicester

The HIU is attached to a mainstream high school, which caters for 800 children from year 6 to year 9. In year 10 they transfer to the Upper School, which is on the same campus and also has a HIU. These are the only Hearing-Impaired Units in the authority.

Traditionally the role of unit provision in the authority has always been for those children 'failing' in a mainstream setting. But more recently the population of the Unit has changed. At the moment it consists of seven profoundly deaf children. Six are implanted and the seventh is awaiting implantation. Their general abilities and linguistic levels vary considerably, ranging from a year 7 child who has had many problems before and after implantation (including re-implantation) and has a vocabulary age of six and a reading age of seven, to another year seven pupil with a reading age of 14.5 and a vocabulary age of 16.5 and is on the school's list of 'Gifted and Talented'.

'What is that child doing in a Unit?' you may well ask. This is his answer: *"I wanted to come here because having deaf children around makes me happy because I don't feel I'm the only deaf person in the school. The hearing children are great and they don't make fun of you (like they did all the time in my old school). If I don't hear them at first they say things in a simpler way. They have a lot of understanding of my disability. The teachers are all right as well because they're used to having deaf children in their lessons. It's also good to have other deaf children around because we understand each other's problems. I also wanted to come here because help is always there if my processor or hearing aid goes wrong and if we have difficult tests I do them in the unit where my teachers can explain the questions if I don't understand them. If you have any trouble with anything you can always ask for help. I looked at lots of schools before I came here. The School for the Deaf was a really nice school and would have been good if I had lived closer. But I didn't choose it because it was too far away and I think I fit in better here where I can be with all sorts of children, some of them with all sorts of disabilities like it is here. The other thing I like about being in a big mainstream school is all the clubs and sports. They're not 'special' clubs where there are only deaf children, they're for everyone. I joined the Rugby Club and play the drums in the school orchestra."*

In order for the children to attend the Unit they must be statemented for hearing loss and the school and Unit named on their Statement. They must also have the potential for the development of language through auditory experience.



The levels of support and withdrawal vary greatly according to the needs of the children. The support ranges from withdrawal for all English and Humanities lessons because they are very 'language' based and disapplication for MFL (about 10 lessons per week) and in-class support for about 10 lessons - up to full inclusion with a maximum of 12 lessons of support when required. Support is given by Teachers of the Deaf and Learning Support Assistants who are employed by the school for named children. The unit is regarded as a 'department' of the school and unit staff also practise inclusion, being part of the pastoral system and belonging to a 'Year Team'. The ToDs do not have a Form but are included in a rota for covering registers and Form Times to enable tutors to spend time with individual children when necessary and to cover absence during these times. They are also involved with school functions, trips and fund-raising activities. It is very valuable to build up relationships with the Unit children's peer groups and for them to see you as a fully functioning member of the teaching staff. It encourages relaxed, two-way integration and the children are as happy to go to a ToD with their problems as they are to their Tutor or Head of Year. However, ToDs only cover lessons in a dire emergency and do not teach on the main curriculum.

One of the arguments against Units has always been that of taking the children out of their local area and transporting them across the County. We've found that, as usual, children get the best out of situations. They don't lose their friends at home and they have their circle of friends at school. Regularly the two meet up and there are frantic arrangements for 'sleepovers' going on at breaktimes! (The wonders of texting!)

The staff in the unit are very committed to the whole concept of 'Units' and feel very strongly that they should be available for more children. Deaf children should not be seen as 'doing alright' or 'managing' in their local schools - they should be fulfilling their potential and enjoying school life in the same way as the majority of hearing children; not constantly struggling to keep up.

**In praise of my ToD** *Bethan Hindson*  
Throughout my period of schooling, I received regular visits from a Teacher of the Deaf. These teachers were a vital part of my development as an individual, from improving my confidence to helping me with any school work with which I struggled.

During junior school, when I lacked confidence in my speech, they were able to inspire self-esteem and raise my confidence, by showing me that others could understand me. When I was lonely and feeling friendless as a young teenager they were a confidante, giving emotional support and acting as someone I could chat to, ask advice of and discuss any problems with.

From my earliest school years, they provided me with a welcome break from the difficulties of group situations and gave me an hour or two of one-on-one discussions. I had someone to talk to about all of my important events, from my first holiday when I was five to my first boyfriend when I was seventeen.

My Teachers of the Deaf helped me educationally, supporting my classroom work by reading stories with me, playing puzzles and even creating crosswords and word searches to give to my fellow classmates. They provided much needed audiological assistance by making ear moulds and carrying out regular checks on my hearing aids - support which my parents and I would have struggled without. My Teachers of the Deaf were invaluable to me and there are some whom I will never forget and intend to stay in contact with. By having a Teacher of the Deaf, my disability became a much easier challenge and provided me with all the tools I need to go on and succeed in later life.

**University undergraduate** *Sheena Parmar*  
Born profoundly deaf, my life as I was growing up was slightly different from the non-deaf children. For a start I had to wear the 'brown funny shaped thing' behind my ears; the hearing aids and the big black box against my waist; the radio aid and the microphone.

In terms of my academic life, hearing loss affected me. It was difficult to hear and be 100% sure I heard correctly daily, such as my teacher's instructions especially if I was in a noisy situation. Even misinterpreting the instructions slightly could lead me to do not so well in my work, in which case I needed regular support during my school hours. The radio aid and the microphone system helped me to hear as they picked up my teacher's and fellow student's voices more louder and clearer. The system proved to work fairly well in primary school and secondary school but even still it did not always pick up instructions due to technical faults or simply because my teachers often forgot to switch it on.

The difficulty in hearing increased in my second year of secondary school. For some reason I lost my hearing and because of this it also affected my social life as I began to miss out on being informed on daily things. It was then that it was suggested I would benefit greatly from a cochlear implant, which looks just like a normal hearing aid. This completely transformed my life as I could finally hear all the things I was blocked from. I could hear birds, I could hear the toilet flush so much more clearly and just everyday small things that non-deaf people are used to. My world became colourful. The hearing I received from the cochlear implant was 100% more powerful and still is. Yet it did not happen overnight, it was a long slow gradual process but in the end it all proved to be worth the wait.

My access to education and learning was made more easy as I had a hearing specialist; Rosaleen Spencer who was there for me from day one. She would train up my subject teachers and inform them of steps to make it easier for me to hear and understand them such as facing me when talking so I could lip-read, writing on the blackboard and giving handouts in advance. She helped provide note-takers which completely helped me especially when having to watch videos or listening to tapes. The one thing I value is having a support group, like Rosaleen, Geneen Banks and my note-takers, because not only did they help me achieve things but also they treated me normally and equally, which made me happier and comfortable to ask for help more.

Hearing loss affected my social life, especially in secondary school, in terms of it made me feel uncomfortable and insecure. I hated having to wear the hearing aids, the radio sticking against my waist and the wires running up my neck attaching to my hearing aids. But eventually I just had to accept that I had a hearing loss and needed the equipment; otherwise, without it, I would be really isolated. Funny thing was that my family, friends, teachers and students never had a problem with my hearing loss, they most often forgot I even had it and just treated me the same as others. It was only me who had a problem. The cochlear implant changed my life to the point that I became a different person. I became more popular. I didn't need the radio aid system and I wasn't afraid anymore to ask for help. I became so confident I even did a 12,000 feet parachute jump just recently on my 18th birthday and I loved every second of it!! I also passed my 'A' levels and I'm going to start my first year at Sheffield Hallam University which I am really excited about.

I do sometimes feel sad about my hearing loss, but at the end of the day it is a small problem compared to many others and yes, it does affect my academic life slightly and sometimes my social life but the ever changing technology and support I receive allows me to hear and that is something I am completely grateful for, for without either I wouldn't have achieved this far.

**Reviewers wanted**  
**Looking for new materials?**  
**Run out of cash in the budget?**

If you are willing to give some time to reviewing materials and writing a report - in the context of your work with deaf children - maybe you should consider becoming one of the team of reviewers for the BATOD Magazine.

You are given a format/structure to report on items and usually the publisher/supplier allows you to keep the materials.

BATOD members get to read your comments when the review is published.

Contact the Reviews editor - Corinda Carnelley  
 email: [magreviews@BATOD.org.uk](mailto:magreviews@BATOD.org.uk)

**Title** Radio Daze and Include Me Too  
**Authors** Staff of Leicestershire Hearing-Impaired service and students within the service  
**Publication date** August 2005  
**Publisher** Leicestershire Hearing-Impaired Service  
**Price** £25.00  
**Reviewer** Elizabeth Beadle, Teacher of the Deaf/Young People's coordinator Nottingham Cochlear Implant Programme

**Overview**

This is a DVD which contains two short videos. The first, Radio Daze, lasts for fifteen minutes and describes the use of hearing aids and radio aid systems. The second item lasts five minutes and is titled 'Include me too'. The content is a role play highlighting practical aspects of how to include a deaf child in the classroom. The information is well presented and well set out. Both programmes have subtitles which are clear and succinct but no sign support.

**Evaluation**

'Radio Daze' looks at students' perception of wearing hearing aids and using a radio aid in class. Eight young people are asked about their use of both hearing aid and radio aid. Four of the youngsters are in years 5 and 6 at primary school and four are in secondary school including Sixth form. The students are honest in their responses to a series of questions about aid use.

'Include me too' is a five minute demonstration of poor practice which raises points for discussion about a deaf child in the mainstream classroom. Despite the title it is not a negative piece, providing items for discussion about basic deaf awareness and would be easily accessible by non-specialists and teaching assistants, however, it is essential that the points should be discussed with an experienced ToD.

The resources could be used by Teachers of the Deaf to show to mainstream staff how to initiate discussion of Deaf Awareness, and how to support deaf students in class. Teachers of the Deaf could empower deaf students to provide a level of deaf awareness themselves as the students talking provide clear and concise explanations of how they feel when they are singled out, how they like to integrate with their teenage peers and 'fit in'. It is often easier for peers to hear the issues of deafness from a deaf teenager than to have a teacher 'explain'.

Both programmes have subtitles which are clear and succinct.

☺☺☺☺☺ Quality  
 ☺☺☺☺☺ Value for money  
 ☺☺☺☺☺ Educational usefulness  
 ☺☺☺☺☺ Overall

# Bringing deaf children together in Northamptonshire

Anne Marie McGrath and Monica Hamill  
Teachers of the Deaf - Northamptonshire County Council

Northamptonshire is a large LEA with both urban and rural populations to cater for. The County has thriving designated special provision for deaf pupils in Northampton and Kettering but for families who live further away from the towns 'close to home' provision is often preferred.

The peripatetic teaching service supports around 120 pupils with statements in their local schools as well as many others at 'school action plus'. The needs of this population are diverse, including pupils with additional needs and the academically able.

Of course, bringing together children who sign offers valuable opportunities for language enrichment and peer interaction with other sign language users, particularly where there is a skilled Deaf adult to support this work. This is just one aspect of what we offer in Northamptonshire.

For pupils who have spoken English as their first language, facilitating contacts with other hearing aid users can help build self-esteem, self-awareness and reduce the social isolation that many deaf children experience in mainstream schools.

## The NSPCC Personal Safety Skills Group Work Programme

Teachers of the Deaf have been actively and successfully involved in the NSPCC Personal Safety Skills Group Work Programme for Deaf and Disabled children in Northamptonshire. This project is co-ordinated and facilitated by Jackie Lucas Hancock, Children's Services Practitioner (funded by NCC Children's Fund).

This programme was initially piloted in 1999 with a small group of signing deaf children and is now a county-wide project. The groups include deaf children using different communication modes and varying degrees of hearing loss. The group members are from designated provisions and, an especially important group, those children who are individually placed in their local mainstream school. The programme is approximately 8-12 weeks in duration and numbers are small - a maximum of eight.

Research shows deaf children are more vulnerable to abuse, therefore, we felt it essential for them to develop strategies, language and skills to enable them to keep themselves safe.

Group work provides optimum opportunities to foster social and emotional wellbeing: peer support, social interaction and a positive identity.

This has been an ambitious project. Feedback from pupils and parents has been extremely positive and this work will continue to develop and grow in the future.

## Little D's

Little D's is a parent/child group for deaf children under the age of five and hearing pre-school siblings. Deaf parents with deaf or hearing children under 5 are also welcomed. The group began as an initiative by deafconnect, a local charity, and was based in their premises in Northampton. Since the charity moved to new accommodation in the summer, Little D's has relocated to the Camrose Sure Start Centre in Northampton with another group meeting at Avondale Infants School in Kettering. Deafconnect continues to be central in supporting and promoting this work but with Newborn Hearing Screening there is now increased multi-agency interest and involvement. Over the next twelve months the vision is that Little D's will evolve into a group where parents and carers can access a range of support under one roof as well as providing opportunities for families to meet and for children to play and learn.

## Other Opportunities

As well as these structured groups, teachers of the deaf are active in promoting other opportunities for bringing children together eg visiting arts and theatre workshops and special viewings of movies with signing and subtitles. The highlight of the year is the annual visit to Wickstead Park, funded by local NDCS groups but organised by the peripatetic teachers of the deaf. For some children this will be the only contact they have with other deaf children over the year and it is looked forward to with great excitement.

Teachers of the Deaf are not exempt from the 'red tape' which surrounds even simple out of school activities nowadays. They have to take on nervous head teachers and complete risk assessments. Getting parents and school support staff involved also helps to establish valuable networks and reduce their isolation. We believe that the rewards are well worth the efforts, however, even if at times they are difficult to quantify.

deafconnect is based at:  
Unit 3  
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Northampton NN6 9AA  
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## Island in the sun

Maggie Harquin, Teacher in Charge, Guernsey

When you live on an island with only a small population of deaf youngsters then it goes without saying that everyone is 'included'. The Sensory Support Service - Hearing, in the Channel Island of Guernsey provides support.

The team consists of myself as Teacher in Charge, a part-time Teacher of the Deaf, three full time Teaching Assistants and one part time Teaching Assistant. We all work together to provide a family friendly, flexible service.

Our number of pupils supported may seem small, we have a population of over 65,000 in Guernsey, but only 30 pupils in total, of which seven are severely or profoundly deaf and require daily support. The Service provides support for the full spectrum of needs, tailoring support for each pupil's requirements. We are a peripatetic Service, supporting children from birth to 19 years.

The team works very closely with an Audiologist and Speech and Language Therapist with a specialism in Hearing Impairment and together we have developed a Guernsey Assessment package. We work with each family to provide advice and support as appropriate to their child's individual needs.

I am very lucky that I am able to teach and have regular contact with all our children.

We have our own website developed by a Teaching Assistant, primarily to provide communication and information links for all our Guernsey deaf and hard of hearing community. It is an amalgamation of the Hard of Hearing Association, Guernsey Deaf Children's Society, Hearing Dogs for Deaf People and Guernsey Deaf Christian Society, each having made a contribution to the website.

Our oldest student is William who is now year 9 in mainstream secondary. He has created his own website: [www.guernseydeafnews.org.gg/william](http://www.guernseydeafnews.org.gg/william). He would love to hear from other children of a similar age.

Guernsey, being a small island of only 8 by 10 miles, has a strong community spirit, however, our low numbers of deaf people can lead to isolation in later life. That small strip of water makes travel to the UK expensive and any holiday destination even more expensive!

My hardest job as a Teacher of the Deaf in Guernsey is keeping up to speed with developments

and attending events in the UK as it is significantly more expensive for the Service which has the normal budget constraints.

Two of our pupils have Cochlear Implants and we work together with the South of England Cochlear Implant Team who visit the Island regularly and we regularly attend their training courses.

Overall, I would not swap my job, as working with special families over the years has been so rewarding and even on Guernsey we have had many challenges. Last year we had a profoundly deaf Latvian boy with no English. We were just beginning to communicate when, unfortunately, he had to leave.

This year we have a profoundly deaf Down Syndrome twin and if anyone has any experience in this field I would welcome any information or advice.

Guernsey is a beautiful island where I like to think we provide a good service for all our families.

If you would to learn more please visit our website: [www.guernseydeafnews.org.gg](http://www.guernseydeafnews.org.gg)

## An Italian job?

Salvina Focoso



### Penfriends for Italian deaf students

I'm a teacher of English at an Italian High School for deaf students. I think it would be really important for my students to find English deaf pen-friends in order to exchange views and experience. Do you think you could help me?

Salvina Focoso  
Via Tolmino, 6  
35135 Padua  
Italy

Phone: +39 049 601627 email: [s.focoso@tin.it](mailto:s.focoso@tin.it)

Please contact Salvina directly if your pupils are interested.

# Functional language groups for deaf teenagers

Maria Cameron, St John's School, Boston Spa

Speech and Language Therapists working in an oral, residential school for the deaf discuss the identification of language needs of their teenage students and the development of a group based social language programme.

## Background

St John's is a residential and day school for deaf pupils from 3-19 years of age.

As an oral school, we place great emphasis on developing to the full each child's potential for understanding spoken language. We also believe that the majority of children can acquire some degree of spoken language skill.

As our pupils progress through the school, the residential pupils are encouraged to visit the local village shops and other amenities. We became increasingly aware that although some pupils were confident about using their spoken language skills in the wider community, others were dependent on their more confident peers. As a result we decided that we needed to develop a way to enable these children to practise social and linguistic skills required for use in real life situations.

As a starting point, we compiled a questionnaire for year 10 and 11 pupils to ascertain how comfortable they felt using their communication skills with unfamiliar people in a variety of situations, such as making appointments. Twenty-nine questionnaires were distributed among these pupils. All were completed and returned. The questionnaire asked the pupils to identify when they had attempted to communicate in a variety of situations, and rate how easy or difficult they found this.

| Communicating in different situations         | ATTEMPTED YES/NO | EASY | A LITTLE DIFFICULT | MEDIUM DIFFICULTY | VERY DIFFICULT |
|---|------------------|------|--------------------|-------------------|----------------|
| 1. Going to the Doctor's by yourself          |                  |      |                    |                   |                |
| 2. Asking for a train/ bus ticket by yourself |                  |      |                    |                   |                |
| 3. Ordering food/ drink by yourself           |                  |      |                    |                   |                |

## Findings of the questionnaire

Having prior knowledge of the pupils involved, the results obtained were quite unexpected in a number of ways. We found that a proportion of pupils with good speech intelligibility were lacking in confidence. They reported that they were reliant on school friends and family members to speak for them in situations involving unfamiliar people. Conversely, some pupils whose speech may be less intelligible to unfamiliar listeners felt that they would experience

no difficulties in communicating in any of the situations on the questionnaire. Our main concerns, were that:

- ♦ many pupils lacked the ability to reflect on their skills and past experiences
- ♦ a proportion of pupils reported that they did not have the confidence to communicate outside very familiar settings
- ♦ some pupils could not foresee a situation in which they would need to act independently. Nor, significantly, did they express any desire to act independently in the future.

## Speech and language provision at St John's

Prior to September 2002, Speech and Language Therapy input was delivered predominantly in the form of three individual sessions per week across the school. As a result of our above concerns, it was felt that it would be more valuable to shift the focus of therapy to group sessions for year 10 and 11 pupils and Post-16. The aims of the groups would be to promote pupils' social use of language skills in preparation for their future lives as independent adults.

## Programme development

- ♦ Year 1 - (Academic year 2002-2003)  
Two therapists ran a group involving six year 10 pupils. Materials were prepared and therapy was planned on a weekly basis. It was largely conversation based, interspersed with opportunities to role-play. Specific topic vocabulary was introduced and strategies to overcome communication breakdowns were central to each topic. Two topics were covered in the first year - illness and visiting the doctor, and independent train travel.
- ♦ Year 2 - (Academic year 2003-2004)  
The scheme was extended for the initial group to include two new topics surrounding speaker-listener relationships and work experience. At the same time, a second group embarked on the scheme, and two additional therapists became involved. The groups were planned for on a week-by-week basis as before.

Following a school inset in October 2003 on the AQA (Assessment and Qualifications Alliance) Unit Award Scheme, we decided to collate the work done in Functional Language Groups (FLGs) so far and apply it to the AQA model. Two therapists attended a training course in February 2004 to learn how to write AQA units. Then we put this training into practice.

- Year 3 - (Academic year 2004 - 2005)  
Currently we have eight validated units and have written a further two; all five therapists at the school are involved in FLGs covering KS4 and Post-16 pupils. Virtually all the pupils involved have passed at least one unit and have a certificate to prove it!

**How we feel about the scheme so far**

Although the initial process of writing a unit was both time consuming and labourious, now they have been completed and the materials prepared, less planning time is needed on a weekly basis. There is now consistency of delivery between clinicians, as all five members of the team are following the established scheme. The scheme complements the Maternal Reflective Method of language philosophy used at St John's, encouraging the pupils to discuss and reflect on their own experiences. It also provides a practical, meaningful way to prepare pupils for the future. As there are no time limits imposed to complete the Units, we can adjust the pace to suit the needs of the groups. The pupils can achieve tangible accreditation for their efforts via nationally recognised certificates.

**Where do we go from here?**

Although during the last three years we feel we have made great strides forward in terms of our approach to language work with our teenage population, the scheme still has scope for further development.

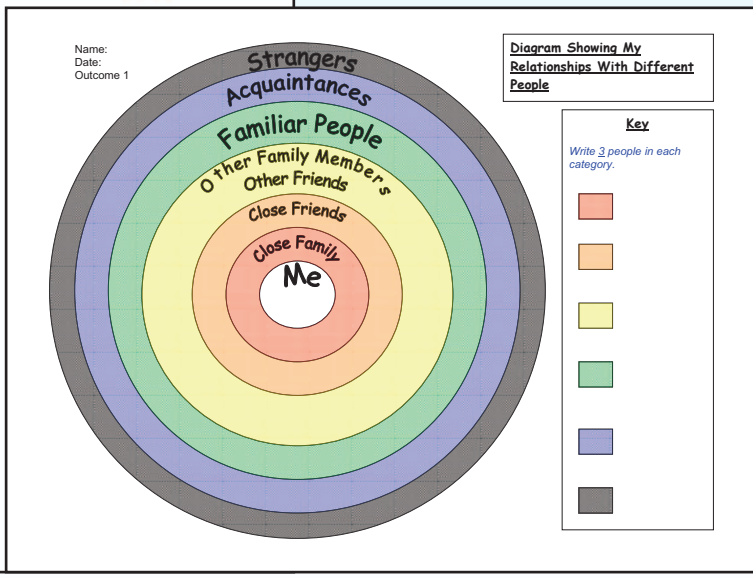
In the short term we intend to extend the current scheme and write more units. Suggested topics include 'eating out,' and 'language used in the work place'. In addition we aim to redesign the pupil questionnaire for self-evaluation to make it more comprehensive and provide both base line and outcome measures.

Ideally we would value more opportunities to carry out practical work eg visiting a doctor's surgery, but currently we are restricted by timetabling issues.

We would also like to provide inset training to school staff to raise awareness of the need for this language focus.

Article written by: Julie Ansty - SaLT, Faye Benning - SaLT  
Maria Cameron - SaLT Manager, Carol Millar - SaLT  
Laura Newton - SaLT  
With thanks to: Michelle Horkan - SaLT, Llinos Hobson - SaLT

|   |                                       |
|---|---------------------------------------|
| <b>AQA UNIT AWARD SCHEME</b>  | <b>CODE NO:</b> 81565                 |
| <b>CENTRE NAME:</b> St John's Catholic School for the Deaf  | <b>CENTRE NO:</b> 37605               |
| <b>UNIT TITLE:</b> IDENTIFYING AND BUILDING RELATIONSHIPS   |                                       |
| <b>CURRICULUM AREAS:</b> KEY SKILLS: COMMUNICATION  |                                       |
| <b>UNIT DESCRIPTION:</b> The student will learn about some of the different types of relationships that exist between people, and will explore aspects of some of his/her own relationships. The student will also learn how to modify his/her spoken and non-verbal language appropriate to the relationship that he/she has with the listener. The student will learn through classroom-based spoken and written activities and role-play.  |                                       |
| <b>PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:</b> Assessed by the teacher through inspection of the student's work (1,3,4,6), by observation (2,5,7-9), and by discussion (2,5,7,8). All assessments recorded on an AQA Summary Sheet.  |                                       |
| <b>UNIT SPECIFICATION:</b> All outcomes must be demonstrated.   |                                       |
| <b>OUTCOMES TO BE ACCREDITED</b>  | <b>EVIDENCE TO BE OFFERED</b>         |
| In successfully completing this unit the student will have  | Teacher completed checklist (2,5,7-9) |
| <b>demonstrated the ability to</b>  | Student notes or worksheets (1,3,4,6) |
| <ol style="list-style-type: none"> <li>categorise at least twelve people in their own life according to the relationships that they have with them, e.g. close friends, acquaintances;</li> <li>categorise at least six sentences by their appropriateness for use in different relationships;</li> <li>give four examples of general comments and/or questions suitable for use in a conversation with strangers;</li> <li>work in a group to script a friendly dialogue between acquaintances;</li> <li>evaluate others role-playing a conversation;</li> </ol> |                                       |
| <b>shown knowledge of</b>   |                                       |
| <ol style="list-style-type: none"> <li>the degrees of friendliness, i.e. from rude to overfriendly;</li> <li>at least two examples of how facial expressions, tone of voice or body language can be altered to affect how a person is perceived by others;</li> <li>at least two ways to close a conversation when feeling uncomfortable;</li> </ol>  |                                       |
| <b>experienced</b>  |                                       |
| <ol style="list-style-type: none"> <li>taking part in a group discussion to explore the meaning of the word relationship.</li> </ol>  |                                       |







## Transition to secondary school

Mary Kean, Head of Policy, DELTA  
Deaf Education through Listening and Talking

With 80% of deaf children attending their mainstream schools, Local Authority Support Services work with schools to provide opportunity and access for deaf children. While recognising that there are no simple answers, this article attempts to give an overview of the concept of inclusion at the transition to the secondary stage of education and offers a set of recommendations that can help to ensure that we meet the needs of all deaf children educated in a Natural Aural setting.

Children's transition from primary to secondary school is a key issue for researchers, practitioners and policy makers. There is now a growing body of literature in this important area. Whilst the literature shows that the transition is a smooth one for most children, some do find this stage difficult and problematic. This is also a key time for parents who find that there is often little information and support available to them when they often have limited awareness of secondary school and are dealing with the onset of adolescence in their children. There are now a number of research projects looking at this area and examining among other things the role of mentors, counselling services to schools and parenting programmes.

Parents and teenagers can form isolated groups with a number of worries and one example of this is transition to secondary school. Transition is seen as a key intervention time with children reporting things going wrong. For example, in the area of academic attainment and curriculum continuity at the secondary stage, problems relate to what and how subjects are taught. The social and emotional adjustment of some children can be affected by the anxieties about friendships, self-esteem, ethnicity, social class and special needs. A project run by the Trust for the Study of Adolescence (TSA) identified that parents felt that there wasn't enough information particularly on how to support their children's emotional needs.

The DDA makes it a duty to make 'reasonable adjustment' and schools are responsible for ensuring that all pupils are fully included. Deaf children moving to secondary school face a number of additional challenges including the frequent changes throughout the day to the listening environment, different teachers, classroom management styles and expectations.

Schools and Support Services can improve access for deaf children by:

- ♦ ensuring that hearing aids/cochlear implants, FM and sound field systems are working, worn and used appropriately;
- ♦ assessing the acoustic environment and providing advice to improve the listening and learning experience of the deaf child;
- ♦ ensuring that teachers and teaching assistants should support attending and listening for all children but in particular the deaf child;
- ♦ appropriate classroom management/organisation - deaf children indicate that teacher class management skills are critical;
- ♦ appropriate visual support - write lesson objectives on the board, use visual aids to support understanding, ensure that all television programmes/films are subtitled;
- ♦ appropriate auditory support - correct use of equipment (FM and sound field systems) ensuring that there are clearly understood rules for discussion, indicate who is speaking, 'chairing', where the teacher repeats or rephrases, supporting optimal seating position and in group work, monitoring noise levels of neighbouring groups;
- ♦ talk to the child about what he/she perceives as his/her needs.

### Practical considerations

- ♦ Acknowledge that the culture of a secondary school is very different from that of a primary school.
- ♦ Provide a transition programme of visits and 'readiness' preparations, involving the school, deaf child and parents.
- ♦ Encourage schools to assess the acoustic environments well in advance to ensure that this is included in their Inclusion Development Plan.
- ♦ Provide the most appropriate assistive devices to meet the deaf child's needs.
- ♦ Plan and deliver INSET awareness and training for all staff and pupils.
- ♦ Ensure that IEPs and the Annual Review support the deaf child's needs and provide a focus for the support and strategies that need to be put in place.
- ♦ Negotiate and plan for support in class - teaching and guidance and support in withdrawal sessions with a group or for individual work.
- ♦ Differentiate and modify materials.
- ♦ On-going support and advice to staff.



**Title** Successfully Including Deaf/Hearing-impaired children in mainstream schools DVD

**Publisher** Birmingham City Council. Learning and Culture, Specialist Support Service

**ISBN** 1-905182-04-X  
**Publication date** September 2005  
**Price** £47.00 (incl VAT). Also available as a package are the DVD and four posters (£57.00)  
**Reviewer** Jane Bishop ToD Newcastle upon Tyne

At last... a really good all in one training package to use with mainstream staff!

This DVD is described as 'an essential resource for training staff on how to support the inclusion of deaf children in mainstream schools' and it is just that! The pack includes;

- ♦ video footage demonstrating strategies to support pupils in the classroom.
- ♦ audio tracks which simulate hearing impairments, listening conditions and amplification.
- ♦ materials to support effective inclusion.

**Video footage**

This subtitled, fully signed DVD lasts approx 15mins, and would be ideal for a training situation. There are 11 chapters covering such topics as 'What is hearing impairment like?', 'A whole school approach', 'Position in the classroom..

Information is presented via real life situations and interviews with deaf children, ToD, mainstream teachers and a parent.

The style is advisory, positive and encouraging and is presented in an easy to understand and accessible way.

The quality of the video is very good and the situations are readily applicable. It is particularly helpful to hear the children talking about their experiences.

The chapters could be used as stand alone items with pauses for discussion, using the helpful bullet points which round off each section, or the whole video could be viewed at once. There is a lot of ground covered and some mainstream colleagues could feel overwhelmed, so probably the first approach would be better.

**Audio tracks**

These present simulated and actual recordings demonstrating hearing loss, background noise and reverberation, listening through a radio aid, hearing aid and sound field amplification.

These are brilliant and once again they would be an excellent resource to use in training and would possibly be a real eye opener for many mainstream staff.

**Supporting materials.**

These take the form of a series of information sheets to accompany the video clips and can be printed from the DVD. There are sections on early years, primary and secondary situations and include topics such as 'maintaining audiological equipment', 'top tips for communication', 'transitions', 'supporting HI children in modern languages' etc. There is nothing new here, most ToDs will have developed their own handouts to use in training, but these are clear and accessible.

As a ToD working in a HI-ARC, I will definitely be using this DVD in the INSET planned for next term. It will give my colleagues a rest from hearing my voice yet again! It will be much more interesting to look at!

I'm sure it will be widely used by peri and resource centre staff alike. The only drawback is the lack of information about cochlear implants. I know there are a lot of youngsters wearing implants in mainstream but they don't get a mention.

Otherwise, it's a brilliant resource. I wish we'd thought of it first!

|       |                        |
|-------|------------------------|
| ☺☺☺☺☺ | Quality                |
| ☺☺☺☺☺ | Value for money        |
| ☺☺☺☺☺ | Educational usefulness |
| ☺☺☺☺☺ | Overall                |

**An endorsement from Linda Pirie**

This DVD is a modern and up-to-date resource showing how to effectively include Deaf children into mainstream schools. It applies to both primary and secondary schools with children, parents and teachers giving their opinions and suggestions as to best practice.

The staff at West Lothian Hearing Impaired Services would highly recommend this DVD and have used it successfully for staff development and in-service training. This is an essential resource for training staff on how to support the inclusion of deaf children in mainstream schools.



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# Sound treatment for classrooms

Pauline Hughes

There are four main aspects to making a comfortable and effective listening environment in any room:

- reducing reverberation
- reducing internal noise
- reducing external noise
- ensuring speakers are heard by all

## Reducing reverberation

Hard surfaces tend to reflect rather than absorb sound, causing reverberation. Excessive reverberation reduces the clarity of speech, particularly for hearing aid users. An optimum reverberation rate for hearing aid users is 0.4 of a second.

Objective assessment of reverberation rates can be difficult, but can be done subjectively by hearing aid users themselves. A theoretical reverberation rate can be calculated (may need an acoustic engineer!) by room size and the acoustic properties and dimensions of the internal surfaces, eg walls, ceiling, floors, windows.

The most effective single adaptation to reduce the reverberation rate is to fit totally sound-absorbent cladding to a (low) ceiling. In this way, rooms such as science labs and technical workshops can be brought within optimum rates without fitting carpets or curtains, which would be unsafe or impractical.

Where carpets and curtains or soft blinds can be fitted, they assist sound absorption and have other benefits such as internal noise reduction (carpets) or reducing glare (curtains or blinds).

Wall cladding is not always cost-effective, if walls are used for display purposes: putting sheets of paper on soft wall boards or tiles counteracts the sound absorption.

## Reducing internal noise

Excessive noise (ie unwanted sounds) affects all people's (but especially hearing aid users') ability to pick out the 'signal of interest'. The principal source of internal noise in classrooms is the children! Avoid the temptation to raise your voice level above the noise. Noise management should be part of any school's Behaviour Policy and everyone's practice. 'Open plan' environments pose enormous challenges.

Non-human noise comes from an increasing variety of sources. Wherever possible, place deaf pupils at a distance from unavoidable sources of noise. It is particularly important that pupils with unilateral hearing loss don't sit with their hearing ear towards a source of noise.

## Reducing external noise

Sources of noise include:

- ◆ classes and grass mowers on playing fields
- ◆ traffic: road and air; trains
- ◆ classes in neighbouring rooms (especially assemblies and PE lessons!)
- ◆ machinery in adjacent rooms

Reducing external noise may be through:

- ◆ reducing the noise at source where possible
- ◆ preventing the noise entering the room with double/secondary or even triple glazing, cladding, heavy duty doors and frames, or sometimes simply closing windows and doors!
- ◆ timetabling lessons for hearing aid users to avoid vulnerable rooms or peak times for noise

| Noise Source   | Possible Solutions   |
|--|--|
| Scraping chair and table legs                                    | <ul style="list-style-type: none"> <li>• carpets</li> <li>• rubber tips on chair and table legs</li> <li>• pupils lift rather than drag chairs and tables!</li> </ul>  |
| Clattering pens and pencils                                      | <ul style="list-style-type: none"> <li>• pupils manage the noise</li> <li>• soft pencil cases</li> <li>• table-top pencil holders lined inside and on the bottom with felt</li> </ul>  |
| Computers and printers<br>Hubs and Servers                       | <ul style="list-style-type: none"> <li>• acoustic screens if practical</li> <li>• don't site hubs in teaching rooms wherever possible</li> </ul>   |
| Heaters  | <ul style="list-style-type: none"> <li>• service and maintain to keep noise to minimal levels</li> <li>• fit new, silent heaters</li> </ul>  |
| Aquarium pumps, gerbil wheels etc                                | <ul style="list-style-type: none"> <li>• buy a new pump</li> <li>• oil the wheel</li> </ul>  |
| Workshop machinery: lathes,<br>sewing machines, foodblenders etc | <ul style="list-style-type: none"> <li>• clad or screen where possible</li> <li>• service and maintain to keep noise to minimal levels</li> <li>• switch off at every opportunity</li> <li>• hold plenary/group sessions in a separate area if possible</li> </ul> |

There are also electrical sources of noise that are undetectable or unnoticed by non-hearing aid users, but can cause interference in hearing aids, radio aids or cochlear implants.

| Interference Source                            | Possible solutions   |
|--|--|
| Old strip lighting                             | <ul style="list-style-type: none"> <li>• replace with high frequency/ noise</li> <li>• suppressing strip lights</li> </ul> |
| Radiation from computer monitors               | <ul style="list-style-type: none"> <li>• fit anti-static screens</li> <li>• buy new 'low radiation' monitors</li> </ul>    |
| Mobile phones                                  | <ul style="list-style-type: none"> <li>• confiscate</li> </ul>   |
| Mobile phone masts? (controversial)            | <ul style="list-style-type: none"> <li>• don't site near school</li> </ul>   |
| Cochlear implant processor linked to radio aid | <ul style="list-style-type: none"> <li>• consult CI team re updating the processor</li> </ul>                              |

### Ensuring speakers are heard by all

Projecting voices so that they carry throughout a classroom of usual size inevitably means raising them if even hearing pupils are all going to hear. Using a soundfield FM system will ensure that all pupils hear the teacher's voice and the teacher can use conversational levels. However, in class discussions and question and answer sessions, unless the microphone is passed around, others' contributions will need to be relayed by the mic wearer. The same principle, of course, applies to using radio aid receivers and transmitters.

All pupils 'hear better' if they can see the speaker's face clearly. As well as helpful positioning of speakers and listeners/watchers, make sure that overhead lighting is adequate to preclude strong shadows and that glare is avoided.

Where curtains or blinds can't be fitted, glare from bright sunshine can be reduced by using sun-filtering film on windows.

### Finally

This article was written in 2001. I think the practical suggestions may still be useful: please contact the Magazine Editor if you have other tips or ideas to share. Since I wrote the original piece, Building Bulletin 93 has been implemented, which sets out the acoustic criteria which all new school buildings must comply with. It's worth keeping a copy of section 6, relating to acoustics for hearing-impaired pupils, when trying to improve listening conditions in particular schools or classrooms. Although the specifications are for new buildings or major refurbishments, they are clearly set the standard for all learning environments for deaf pupils and, as such, Headteachers and LEAs should be seeking to achieve them.

## Focus group on CPD in specialist settings

*Paul Simpson, Secretary BATOD*

### Context

The GTC Connect professional network looks at CPD issues. This group is particularly focused on CPD in specialist settings and goes some way to answer the concern about the concentration on schools and allowed awareness of unattached teachers to be raised

### Summary of the main points of the meeting

- ♦ Challenges and opportunities of CPD in specialist settings were discussed
- ♦ Ideas for good practice were shared - and included exchanges; regular supervisions; arts projects
- ♦ For unattached teachers the challenges were funding, including delegation and the need for both mainstream and specialist CPD when time and funding makes this difficult to obtain

### Recommendations/ discussion/ action points

BATOD was invited to write an article for the next Connect publication highlighting good practice for CPD and unattached teachers but drawing attention to challenges as well.

## Deafness@birth project steering group meeting

*Corinda Carnelley*

### Context

The group meets regularly in order to discuss website content and to consider commissioning articles which may be of interest to fellow professionals. The target audience of the website is professionals not parents.

### Summary of the main points of the meeting

- ♦ The RNID is to offer £2,000 per annum to support the project. Formerly this figure was £10,000. There is therefore an urgent need to locate additional funding sources. The RNID is also offering to host the site and provide the expertise of a technical designer etc.
- ♦ The main content of the website has been re-structured to provide easier navigation
- ♦ There are four more family case studies available
- ♦ BSL-user families remain under-represented
- ♦ User statistics show 250,000 hits per month; 71% of which are from bookmarks/favourites

### Recommendations/ discussion/ action points

Look at the website. Any suggestions/comments to me, please ([Corinda@waitrose.com](mailto:Corinda@waitrose.com))



Welcome to this edition of the ICT Newspaper. If you would like to contribute anything to this page, please contact Sharon Pointeer, the ICT Newspaper Editor [ICTNewspage@BATOD.org.uk](mailto:ICTNewspage@BATOD.org.uk)

During November 2005 NESTA - the National Endowment for Science, Technology and the Arts in partnership with Inclusive Technology Ltd was due to select four inclusive learning tools or products, design ideas for financial backing and support, with a view to turning these ideas into prototypes and hopefully commercial products. Inclusive design, also known as universal design or design for all, is a general approach that seeks to ensure that mainstream products, services and environments are accessible to the largest number of people, regardless of age or ability. It represents a relatively recent, but growing shift in attitude away from treating people with physical or other impairments as special cases and tries to integrate more inclusive design solutions into everyday life. Examples include a service for schools that enables students with hearing impairments to access subtitles for radio broadcasts, web browsers equipped with text-to speech tools for individuals with dyslexia and software that can be controlled not only through a mouse but a keyboard or switch for users with motor impairments. By the time you are reading this magazine the winners of the Inclusive Views awards will have been announced and hopefully will include something which will help with the inclusion of deaf learners. More information can be found on the NESTA web site. [www.nesta.org.uk/inclusiveviews](http://www.nesta.org.uk/inclusiveviews)

## Events

National Science Week 2006 (10-19 March)  
Coordinated by the British Association for the Advancement of Science, National Science Week aims to celebrate science and its importance to our lives, providing an opportunity for people of all ages across the UK to take part in science, engineering and technology activities. Hundreds of thousands of people across the UK take part in National Science Week activities every year. [www.the-ba.net](http://www.the-ba.net)

In the run up to the week BA are running 'Illuminate', a photography competition for all ages. Entrants are asked to use their imagination to capture colour in science, whether it's the blue of a flask of copper sulphate solution, brilliant white of snow on a winter's morning or the spectrum of oil on the

surface of a puddle. Budding photographers can submit their pictures from Thursday 12 January to win fabulous prizes. Looks like it is time to get out our digital cameras and get snapping. [www.the-ba.net/illuminate](http://www.the-ba.net/illuminate)

## Resources

Inclusive Technology's latest new software makes it easy to create simple, switch accessible activities using your own text, images, movies and sounds. Make talking books starring your learners, or a slide show of a recent trip. SwitchIt! Maker 2 is so easy to use that children can make activities too, as part of a creative lesson. The activities are automatically accessible using a mouse, whiteboard, touch monitor, keyboard or one or two switches. You can transfer activities onto other computers or a CD and a freely copiable 'player'™ version is included, so students can even take them home. SwitchIt! Maker 2 includes a huge resource library with over 1,500 pictures, sample videos and sounds. This software is an example of inclusive design, in that it can use a range of input devices and produce activities which are accessible to a wide range of users. [www.inclusive.co.uk](http://www.inclusive.co.uk)

A new education pack, produced by waste management company SITA UK, aims to highlight waste issues for school children at Key Stages 2 and 3. Written in line with the national curriculum, the pack contains a teacher's guide, a poster and activity sheets, and is complemented by a website with downloadable activity sheets, animated waste journeys and an interactive game. The pack and website aim to promote an alternative, but equally important set of three Rs - reducing, reusing and recycling waste. [www.sita.co.uk/education](http://www.sita.co.uk/education)

## Press Releases

Islington Council has become the first local authority to launch a broadband video-conferencing call centre facility for deaf people. The innovative service means deaf residents can now share the advantages of the council's call centre, 'Contact Islington', already enjoyed by thousands of hearing customers each week. Contact Islington are providing high-quality broadband video phone



access from the Council's offices, which will enable deaf people who are able to sign to directly access a signing/interpreting call centre run by technology solutions company Significan't. Deaf customers can then conference with call centre staff via a qualified sign language interpreter. Any deaf customers with videophone access at home or elsewhere, will be able to access the signing call centre direct. The Council is looking to install videophone links in other departments if there is sustained demand.

### Web Sites worth a visit

Inclusive Science and Special Education Needs - although this is not a new site, it is worth a mention in a magazine about inclusion. This web site is a collaboration between the ASE (Association for Science Education) and NASEN (National Association for Special Educational Needs). It contains a number of resources designed to help with the teaching of Science to pupils with special educational needs. The resources are also available on CD-ROM at nominal cost. Resources include ideas and materials for starter activities, schemes of work, a number of articles and a searchable database. I was particularly taken with the photographic flashcards which, although easy to make yourself, would save a busy teacher or teaching assistant some time.

[www.issen.org.uk](http://www.issen.org.uk)

Becta ICT advice - another web site which has been highlighted before, but one which is continually updated, so worth revisiting on a regular basis. A search using the keyword 'Deaf' gave 25 results, the first one being 'How to use ICT to support the inclusion of the deaf child'. There is also advice on all areas of ICT covering teaching and learning, administration and policies, the technology, ask an expert and advice for those new2computers.

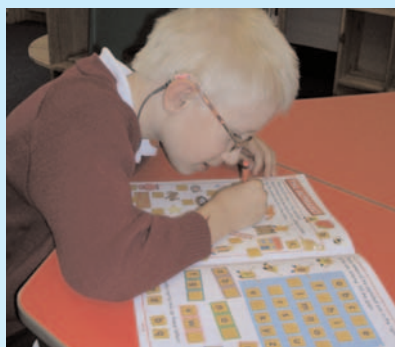
[www.ictadvice.org.uk](http://www.ictadvice.org.uk)

Free Digital Photos - this web site provides a collection of 2000 quality photos that can be used for any purpose including teaching aids and homework. Search and browse functions allow you to find images from different contexts, from everyday items, to people, places and animals.

[www.freedigitalphotos.net](http://www.freedigitalphotos.net)



[www.BATOD.org.uk](http://www.BATOD.org.uk)



### Title **Collins Junior Scrabble Superspelling Games**

**Publication date** Autumn 2005

**Publisher** Harper Collins

**ISBN** 0-00-720503-1

**Price** £3.99

**Reviewer** Corinda M Carnelley,  
Peripatetic Teacher of the Deaf,  
London Borough of Croydon

### General Overview

This is one book in a series of four, aimed at different age ranges. All of the books are closely linked with the National Literacy Strategy. It is well produced, colourful, and is obviously appealing to children. James (see photo) is not at all keen on anything that falls into the 'literacy' category, but he thoroughly enjoyed the crosswords and jumbled word puzzles.

### Content Evaluation

This is a book of spelling games; mostly crosswords, and 'fill in the missing letter' type puzzles. There is an internal progression from three to seven letter words throughout the book and there are two pages of stickers so that a pupil does not necessarily have to fill in the blanks using a pencil. As already stated, James really enjoyed using the book - however - that's the problem - it can only be used by one child; unless you want carefully to separate all the pages, laminate them, and use a wipe-off pen.

### Classroom evaluation

I used the book as a 'reward' activity during a 1:1 session. It was good reinforcement for some phonic work currently in progress. The particular book I was using states it is suitable for age 6+. James is just 7 and the puzzles were well within his capability although several times he did have to stop and consider his answer.

This is a useful accessory to the wide range of materials needed for teaching literacy; my only reservation is the single-use factor.

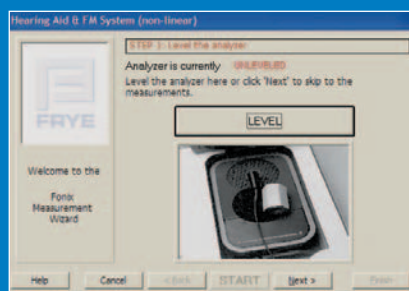
|       |                        |
|-------|------------------------|
| ☺☺☺☺☺ | Quality                |
| ☺☺☺☺☹ | Value for money        |
| ☺☺☺☹☹ | Educational usefulness |
| ☺☺☺☹☹ | Overall                |



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## Did DCCAP help you?

Results of the questionnaire and some information from our database

Marian Nash

First, I would like to give a big thank you to all of you who returned the questionnaires which I sent out at the beginning of September. A total of 559 were mailed to all schools/units and services in England according to the BATOD Survey. 163 came back (at least 46 were returned within the first two days but this included twelve which were returned to sender). This is 29%, which was amazing as I understand that the national average for a questionnaire return is only 3%. I think it shows us how important you consider the issues to be. It was also easy for us at DCCAP to make assumptions about the perceptions of our organisation by staff, who support deaf children, at the workplace and their training needs.

I collated the 151 questionnaires. These results gave us some hard facts and some surprising answers while a lot of interesting questions were raised.

Thirty-two people replied that they had not received any information about CAP and did not know what it was. Also thirty-two people had not had any contact with DCCAP, but only twenty-one of these were the same people. This was disappointing.

### What is CAP?

The Communication Aids Project (CAP) is funded by the DfES and is managed by the British Educational Communications and Technology Agency (Becta). For more information please visit the website [www.becta.org.uk/cap](http://www.becta.org.uk/cap) DCCAP is a joint initiative between BATOD and Deafax and is one of the centres for CAP; however this is only until 31 March 2006, when our Service Level Agreement ceases. The other centres for CAP at the current time are AbilityNet; Ace North in Oldham; ACE Centre Advisory Trust at Oxford; London CAP (the Wolfson Centre and Cenmac) and Scope.

Sixty-three people replied that someone in their school/unit/service had made applications to CAP. Thirty-seven were successful and twenty had their applications turned down. Eighty-one replied that no-one had made any applications.

### Why didn't more people apply to CAP?

Seventeen people said that they were well resourced and so there was no need. Four people thought that it was only for pupils in special schools, whilst one person thought it was just for pupils in mainstream. Four thought it was for students with complex needs whilst two people thought it was only for pupils who could not speak. We had wondered if

our name, the Deaf Children's Communication Aids Provision was misleading. This showed us that it wasn't the case on the whole.

### What contact had people had with DCCAP?

Only eighty-three people out of 150 read the BATOD Magazine, so have the others not read our articles or do they not belong to BATOD? Seventy-two had visited the DCCAP and Blue Skies websites at [www.dccap.org.uk](http://www.dccap.org.uk) and [www.blueskiesproject.org.uk](http://www.blueskiesproject.org.uk) Fifty-seven had attended training and thirty-eight had visited our stand at exhibitions. Twenty-nine had heard of us through presentations at meetings.

Thirty-two had encountered DCCAP through a CAP Assessment. Our DCCAP Assessors were able to visit the schools to meet with the pupils and talk to the staff about how Information and Communication Technology (ICT) could meet their needs. They wrote up Assessment Reports which were sent to Becta. Once the recommendations had been agreed then equipment was issued to the pupils. There was a wide variety of ability; hearing loss and need, which made the job very interesting. As a result of our experiences DCCAP was able to help thirty-three people with information and advice.

### Into the future?

#### Service provision

The questionnaire asked which services would Teachers of the Deaf like to continue into the future if DCCAP could find some more funding.

In order of first choice preference, assessments for individual children (47) came out the favourite. Then people wanted to have websites which are relevant to deaf education (41). ICT training for Literacy skills (38) came next, closely followed by ICT training for the National Curriculum (34). But close behind was a need for Communication skills in symbols, graphics and communication books (31). Some people would like ICT Training on interactive whiteboards (27), whilst some thought a helpline for advice (22) was beneficial. Lastly a proportion of people were interested in ICT training for digital photography (17).

#### What training would you like?

There was a clear-cut favourite answer on this one with sixty-one people stating that they wanted training on software to develop Literacy Skills, followed by twenty-nine wanting to know how to use digital photography to develop language and communication skills.



### Can I still apply to CAP?

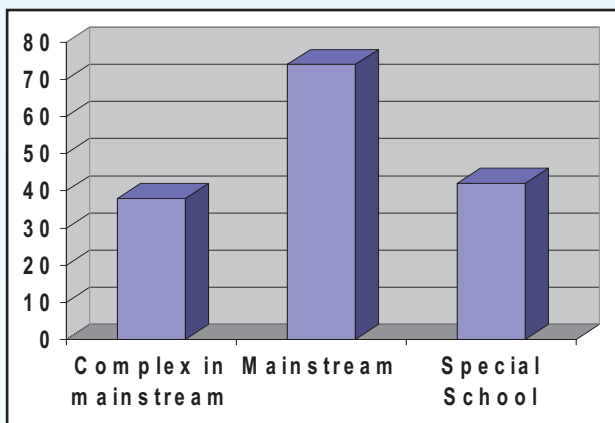
Currently applications have been suspended as confirmation about future funding is awaited. Please visit the CAP website [www.becta.org.uk/cap](http://www.becta.org.uk/cap) for the latest information.

### How many CAP applications came to DCCAP and who were they for?

These are the statistics based on the CAP applications which were sent to DCCAP and recorded on our database. They provide some interesting information.

In all DCCAP received 154 applications. Some of these were refused as not meeting the CAP criteria or simply because the form was filled out inadequately. In the early days, DCCAP staff transferred pupils across to other centres as they did not feel that their expertise was sufficient to carry out a full assessment on pupils with more complex needs. However, as time went by, joint assessments between centres were encouraged. In one particular case, DCCAP was there to advise on issues related to the deafness; Scope assessed the pupil from the cerebral palsy side and Abilitynet trialled the child on different solutions to give him the best access to a computer. All in all DCCAP invited the other CAP centres to help assess twenty-two children and in return DCCAP was asked by them to assist with another eleven cases, which made a total of thirty-three joint assessments.

The majority of referrals were for deaf pupils in mainstream placements. If the numbers of pupils with complex needs in mainstream are added to this figure (a total of 112 pupils), this means that only 27 percent of pupils referred attended special schools.

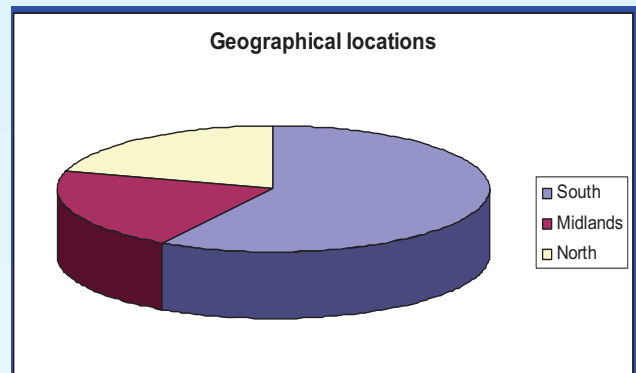


It should be noted that at least thirty pupils or more did not have any additional needs. The table shows the frequency of the other conditions. Children with more complex needs may well have more than one of these.

| SEN                       | Numbers |
|---------------------------|---------|
| Language                  | 23      |
| Writing (inc Dyslexia)    | 12      |
| Recording                 | 10      |
| Auditory neuropathy       | 2       |
| Speech                    | 15      |
| Visual Impairment         | 13      |
| Learning difficulties     | 10      |
| Dyspraxia                 | 3       |
| Haemophilia               | 1       |
| Epilepsy                  | 1       |
| Brain tumour              | 1       |
| Autism                    | 7       |
| Behaviour                 | 2       |
| Cerebral Palsy            | 11      |
| CHARGE                    | 4       |
| Cogans Syndrome           | 1       |
| Treacher Collins Syndrome | 1       |
| Downs Syndrome            | 1       |
| Goldenhar Syndrome        | 1       |
| Saethre Chotzen Syndrome  | 2       |

### SEN Numbers Geographical areas

The pie chart shows the number of applications from the geographical areas of the South, the Midlands and the North of England. The South put forward three times the numbers of applications as either of the other two areas, possibly because it is the most densely populated area.



### Was the project considered to be a success?

Obviously we would have liked to have received many more applications to CAP for deaf children. So as far as numbers applying are concerned it could have been more successful.

We have yet to complete the review which will provide information about whether or not pupils achieved their set targets within six months. One pupil in a Hearing Impaired Unit exceeded expectations in his GCSE exam results, possibly influenced by the intervention of DCCAP (see case study on [www.dccap.org.uk](http://www.dccap.org.uk)). I have also just returned from reviewing the progress of five pupils in a school for the deaf. They are very different in character and ability but all of them have benefited and made progress which can be attributed to the equipment and the help that has been received from DCCAP. From the limited sample I believe that our aim to promote success amongst deaf pupils through using ICT has been successful.



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# Home thoughts from abroad

Norma Hunter



Every two years, the Deaf of Minsk, Belarus, hold a festival for deaf and partially hearing people, in the form of a sign/song competition. This year, there were 250 competitors from Romania, Germany, Poland and all the countries of the former USSR and three Deaf and two

hearing from Aberdeen, Scotland. We all stayed together in the (rather run-down) health farm belonging to the Deaf.

The competition took place over three days, in the theatre of the Deaf Centre and ended with a gala performance on the last night attended by the British Ambassador for Belarus, showing us support after meeting us at the embassy.

The performances were truly wonderful. The costumes, lighting and fantastic dancing and the interpretation from comic to dramatic, made the shows comparable to west-end musicals. Happily our two Scottish songs won a group prize - but kilts and the saltire always go down well. Then one of our lads, dressed as Freddie Mercury and performing two of his songs, got a standing ovation from the 500 strong audience and loud cheers when he was awarded an individual prize.



Being at the shows was very exciting and most enjoyable, but way above that was living in the atmosphere of true friendship at the health farm. Most of the people were teenagers, but young and old mixed well and were interested in each other. They all wanted to learn about Scotland and appreciated our joining them. Although none of us

spoke or signed their language, we 'communicated' non-stop. My thoughts turned to home.

Although attending other British festivals, our 'Freddie Mercury' found this experience much more inspiring. Why? Mainly because a mixture of deaf and partially hearing gave a greater number and mix of people with whom to socialise and they all signed. They brought different strengths to the performances: for the complicated dance routines; it was good to have people who could at least hear the beat of the music and maintain the rhythm, as this helped those who could not hear. The Deaf had more ideas for expressing the emotions and words of the songs. This co-operation spilled into other aspects of their lives. On the whole, they all appeared so much more confident and in charge of their lives. (We found this also when we visited the Deaf of Norway where the Deaf and 'Partials' also all sign and socialise together.) In Britain, too often, in fact usually, the two groups don't socialise together. Even at events organised by eg the NDCS, they stick in their separate groups because of the signing. Whose fault is that? There has been a fear that signing would deter children from speaking (in my experience that is not so) but as they got older surely something could have been done. It is sad that when in Aberdeen the Deaf community was putting on a show, lots of hearing children joined in, quickly learning the signs, but no partially hearing children turned up.

After Minsk, I feel both groups of children are losing out. Not everyone wants to sign/sing, but with the combined numbers, there is more chance of finding common interests and more choice of friends. Hearing people are being encouraged to learn BSL, why not the partially hearing?

Thanks must go to Aberdeen City Council for funding this visit and being supportive of the Deaf community's endeavours.





Dear Scottish Executive, thank you.  
I have had enormous fun spending the grant of £2,200 for the home reading initiative. I have bought CD roms, videos of sign, flashcards, toys and books galore.

Parents are using the DVDs and videos at home learning how to communicate and read with their children. Many of the parents have bought digital cameras so they can make photographs of reference, their own family stories etc.

It has been fabulous. It has given the parents enormous confidence. They have taken on board digital aids, cochlear implants, FM systems and now they are feeling empowered to ask for more. For myself I have enjoyed watching their confidence grow.

At present I am into canonical babbling, the Kodaly way to music and wait for it.....attempting to make deaf kids understand jokes!

'What do you call a gorilla with a couple of bananas in his ears?  
Anything you like - he can't hear you.'

So Scottish Executive if you are reading this here is my next plea.

90% of deaf babies are born to hearing families. Even with cochlear implantation 17% of deaf children have unintelligible speech. So who is going to fund the hearing parents of that 17% to communicate with their children in sign?

We need funding and protocols put into place. It cannot be left to a few keen people raising money so that a local deaf children's parents have funding to go to signing classes.

Margaret Bond (Angus)



World Book Day Kirriemuir Library. Christine the librarian with trainee Angus!

## Letters to the editor



Dear Editor

Here's a thought....most ToDs use the term 'reverse inclusion' as a positive description of bringing a deaf child and their (hearing) friends to a specialist resource room...and long may it continue. One of our LEA Officers thinks the term is ugly and does not like it. Additionally a colleague of mine rightly pointed out that 'reverse inclusion' could mean 'exclusion' which is exactly what we DON'T want to mean. (Thanks Carol Stevens!)

In a sleepless moment I've been wandering semantically and come up with 'reciprocal/ reciprocating inclusion'

I THINK it is more accurate and it has a precise, purposeful, efficient feel to it. What do others think?  
Peter Annear

Dear Editor

On behalf of the (growing) band of very mature ToDs, please revoke your decision not to publish obituaries in the Magazine. If our late, and usually great, colleagues' passing is not acknowledged here, where else can their stories be told? As always, there is a dubious frisson for survivors in reading obituaries while we are still here to do so, but it is a pleasure we should not be denied.

The magazine is our vehicle for keeping in touch with what's going on in the profession around the country, and must include recognition of the contribution of friends with whom we may have lost touch but still care about.

As the history of deaf education is dropped from training courses because of the pressure of other information more urgent, there is a real danger that valuable material about the development of philosophy, policy and practice in the education of deaf children will no longer be recorded. Obituaries, as well as allowing close colleagues to crystallise their recollections and admiration, may well serve others in the future as signposts to key stages and contributors to the profession.

With trembling hand [well, keyboard]

Yours sincerely  
Pauline Hughes  
Chief Executive, Ewing Foundation

# Count me in....

Patricia Gibbons

Advisory teacher for Deafblind/MSI children, Inclusion Service for VI, Manchester

This article is credited to Patricia Gibbons (Advisory teacher for Deafblind/MSI children, Inclusion Service for VI, Manchester) - supported by Kerry Taylor, Lynn Garrity, Sue Meredith and the staff and children of Broad Oak School.

Samir is nine and deafblind. He has a growth disorder which has affected his hand-use which is very poor because the cartilage is too soft. He has had long-term eating and toileting problems, which are psychological, but made worse by a severe tummy bug, coupled with the psychological impact of totally losing his vision at the age of four.

Samir started his school life at three in a school for visually impaired children but, when it was closed, he was transferred to his neighbourhood school at his mum's request. We didn't have to sell this to the school staff. They all knew the family and the teachers were open-minded (if extremely nervous).

We provided deafblind awareness training and, probably more important, reassurance that we would be there to support and also plan and work together. We organised training for the children, with activities to show them some of the ways that Samir needs to learn, for instance trying to find a way round the Braille, buttering bread with a blindfold on, and explaining what the radio system will do for him.

We were lucky to have a work room especially for Samir, which provides a quiet place for listening and concentration, his tactile materials can be kept accessible. He works with his Braille and speech output computer there without disturbing a whole class.

## Support Issues

This is not a cheap option. We have funding for full time Intervenor support (provided by two people job-sharing), seconded to the school from the Service, and the school has additional funding for lunch time support. A teacher of VI visits three half days a week (one of which is devoted to planning) and as the Advisory Teacher of Deafblind I have oversight of planning and assessment of progress, and also contribute support, mentoring and advice.

The Intervenors are specially trained and have experience working with a range of deafblind and MSI children. Their competence and talents are vital in building the partnership. By the end of the first term this partnership was working well, and the teachers were becoming confident to judge for

themselves when Samir could work on their tasks in class and when he needed to work individually.

## The Peer Group

Samir is placed with his own age group in line with the headteacher's policy, even though there are some difficulties in curriculum terms. Every other child in mainstream is grouped in year bands, and the topics covered in any one year are prescribed by the national curriculum. If Samir is kept with younger children he would be likely to experience far too much sameness - there are only so many times that you can work on mini-beasts. He may become complacent in the environment but lose his peer group yearly as they move on.

We believe that Samir's social and emotional needs will be best met with children of his own age. These children are role models, can communicate with him, will move through the years together with him to cement his relationships. The curriculum would have to be significantly adapted whatever year group he is in, so we may as well adapt what his age group are doing.

## What do we want from Samir's inclusion

Social inclusion is a primary need for any deafblind child and one of the most difficult things to achieve. We want Samir to be welcomed, supported and befriended, for the children and adults to understand his needs, and to have empathy for him. We want the children to understand how to communicate and play with him and to help show him the boundaries to social interaction. We want him to be part of the community.

The headteacher actively promoted the involvement of other children in supporting Samir, explaining to parents the value to the whole school. Frequently another child, or group, will work alongside Samir, either with the specific aim of supporting him, or because they are involved together in a curriculum activity relevant to the whole class. Several children know how to guide Samir (though never unsupervised). There is always a buddy to partner him as he moves round the school or in the playground.

## The curriculum as inspiration

We want Samir to be part of the classroom activities and to access as much of the mainstream curriculum as he can but also to receive a curriculum designed to teach compensatory and alternative strategies for learning. His curriculum

encompasses developing his language and communicative ability. He has to learn how to think, organise his thinking and remember, how to ask questions, to explain, describe, retell events, understand what other people mean by their words or actions, all without vision to contextualise the conversation, to support his memory, enable lip-reading or recognise objects and watch demonstrations.

We want to see him developing mobility and life skills, including eating properly, to enable him to have a degree of autonomy in manipulating and interacting with his environment. We need to help him develop tactual and manipulative skills to use as compensatory learning strategies because of his blindness. These abilities are normally taken for granted before mainstream children even reach school age.

The class teacher provides an overview of the term's topics, and from this we concentrate on aspects that we can interpret in practical, experiential activities, addressing his specific learning needs, and allowing for repetition that is critical to consolidating his learning.

Much of last year's work was plant science, which lends itself to an experiential approach: in the absence of vision the development of language is totally dependent on being able to touch and live the processes to which the language refers. Samir sowed seeds, dug, watered, shopped at the garden centre, visited the horticultural centre. He made tactile books and his language work has included

recounting events, developing vocabulary, naming plant parts, describing textures and processes, as well as learning to spell using the keyboard and speech processor. For several of the sessions we included other classmates. They grew strawberries, and the added bonus was that Samir ate one, mashed on toast! He especially loved digging with the big garden fork and trying to deal with turning off the garden tap is an excellent hand skills task.

Most of the maths, ICT and Braille work is supervised by the teacher of VI. If possible they work on the same aspect of maths as the class, but mainly working with 3D materials and at Samir's own level. Other aspects of the class curriculum are approached by choosing relevant stories and participating in class visits.

### Reporting progress

Assessment has to be ipsative: in many areas of learning, deafblindness derails standard lines of progress, and there are different peaks and troughs of development. By identifying clearly what we are trying to teach and monitoring at intervals we can identify what Samir is learning. We can monitor progress in any area of learning by using available assessment tools (locally devised or nationally published ones) as prompts to our thinking. Since nothing is devised and standardised for deafblindness, assessment processes must be descriptive and as unique as the deafblind child. They also have to include an assessment of our own practice - if he has not learned, it could be that we need to rethink how we tried to teach.

And is he learning? Emphatically yes. He is acquiring spoken language slowly but surely, is developing numeracy skills, is learning to eat properly, can use his cane and he has performed in the school play. The most positive and exciting thing to see is the extent to which he is now fully embedded in his local community, always with a friend to walk to school, conversing with the window-cleaner, or telling his mum what he did at school.

Expensive it may be, but it's brilliant!



Samir and Lauren potting up the strawberries





# iLink for newborns - providing the best start in life

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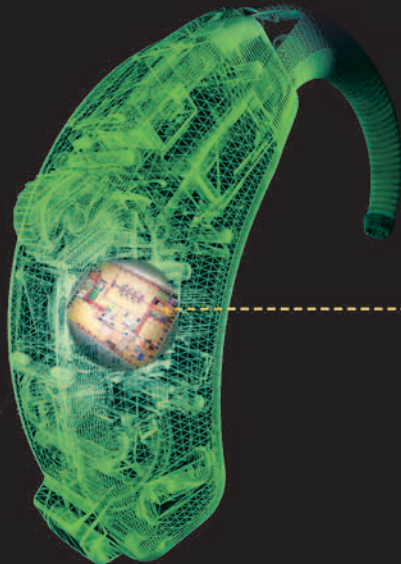
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# BATOD UK

The **Midland Region** had a particularly successful October conference on 'Equipment and all that Jazz' at Derby School for the Deaf. Cochlear, Phonak, Connevans, DCCAP, NDCS and Entific all ran workshops. Delegates gave extremely positive feedback and stressed the need for Teachers of the Deaf to keep up-to-date with the fast changing developments in the world of technology.

Jo Butler has completed her two years as chair of the committee and she has done a fantastic job. We are lucky that she is being followed by an equally enthusiastic member of committee: Pauline Wells, who has now received the chair's 'gong' as well as the committee kettle!

The development of Children's Services and the move to TLRs is resulting in massive changes for Services. The committee recognises that Educational Audiologists and ToDs with protected elements to their salaries are particularly vulnerable. In one authority, SEN points may be replaced with TLR points. It would be interesting to know if any other authorities are considering this.

The sub-group is beginning to plan our next Twilight session: the future of the Teacher of the Deaf. Hopefully this will cover all our concerns on restructuring, the development of Children's Services, TLRs and the ageing workforce.

Ursula Walker, Midland Region Chair

The **BATOD South** Committee held a conference call in September to finalise details for the pending regional annual conference.

On the 11 November, BATOD South held a very successful conference and AGM with approximately 60 attendees and an exhibitor from Speech Mark. The speakers included: Peter Keene, Sue Lewis, Nerys Roberts, Sheila Powdery and Joyce Sewell-Rutter. All of their presentations were very informative and this was mirrored by the very positive feedback from the attendees. All of the presentations were ranked either 87% or above as good to very useful.

There were many suggestions (x20) for future topics at conferences/workshops. These ranged from

tackling teenage isolation in units and mainstream schools, practical activities and strategies for working with pre-school deaf babies/toddlers and children, sharing resources and hardware to bilingualism and how is it successfully put into practice.

At the AGM the outgoing Chair, Angie Reese thanked the committee for their hard work, gave thanks to the retiring members, Roy Shiers and Sheila Smith, and handed over to the incoming Chair Emma Kelty and the Secretary, Mary Ensor.

A request has been put forward from the ToDs in West Sussex asking BATOD to re-publish their recommendations for SEN 2 for all qualified ToDs.

It has been suggested that BATOD could publish an information sheet about the TLR issue.

Emma Kelty (for Stuart Whyte)

**BATOD Scotland** held its AGM and conference at the Golden Lion hotel in Stirling on 5 November 2005.

At the AGM, Fiona Mackenzie retired as Chairperson and the new chair is Aileen Watson. Thanks go to Fiona for her very hard work and we are pleased to note that she will continue as a committee member. Good wishes go to Aileen for her term as Committee Chairperson.

Margaret Hight retired as secretary to the committee. Margaret worked very hard for the committee and had made many useful contacts, so her retirement will be a big loss. Margaret said she would retire after code 56 went through and she was presented with a framed copy of this to mark her success. We send all our best wishes to Margaret for the future. There are photos of the event on the BATOD website - Scotland folder.

Also resigning from the committee were Alison Garbett and Dorothy McHaffie. Thanks go to both for their hard work as committee members. BATOD Scotland is therefore now looking for new committee members.

The conference focused on 'Developing Enquiry Skills', with Paul Dearlove as the keynote speaker. He currently works with schools, parents and community groups across Northumberland supporting the work of NRAIS (The Northumberland Raising Aspirations in Society Project) in Radical Encouragement.

Around 40 delegates attended the conference and Paul's talk was well received. After an excellent lunch, there were three afternoon workshops from Paul, Morag McInnes (an SFL teacher in Kirkcaldy)



and Raymond Young (CPD coordinator in Clackmannanshire). Evaluations of the day were good, but there were some issues with technology. Only one suggestion was received for future topics and that was on allowances and how to complete forms for this.

Moira Callan, Scotland Representative

Since the last NEC meeting there have been numerous individual phone calls in an attempt to assist the **North Region** resolve the dilemma of their not having a definite active committee. The situation has not changed. However following the discussions, Carole Torrance and Ann Underwood have stepped in to help out the region and have organised a Conference which will take place on Saturday 21 January 2006. St John's School, Boston Spa is hosting the event as it is reasonably central to the region.

The title is a mysterious 'I'll show you mine if....' Actually, it's an opportunity for members to share good practice and ideas. Maria Cameron, deputy head at Boston Spa, will give a talk about functional language for deaf teenagers. The programme includes an open forum session considering how the region can move forward followed by an AGM. The afternoon session will be given over to developing sign vocabulary, dyslexia techniques and the use of Widgit CiP2.

The plenary will give delegates a chance to share their experiences and successful projects with each other.

It has been discovered that the North East is quietly active - Pam Grant has organised another meeting - an afternoon session including buffet lunch - for Friday 10 March 2006. It is entitled 'FM Systems and CI' and is being hosted by North Lincolnshire Hearing Support Service in Scunthorpe and is sponsored by Oticon. Details of both events have been well advertised in the magazine and on the website.

Reports from Tyne and Wear show that in that area ToDs are actually having similar local meetings organised by Elaine Rayner, although at the moment they haven't actually considered themselves a 'BATOD' meeting!

North Region is indebted to Ann Underwood for helping to inject new life back into the region and to Bev McCracken for his unrelenting efforts to sort out the treasurer problems. Thank you both!

Chris Payton, North Region Representative

There was a good attendance at the recent **BATOD Wales** Committee meeting held in November.

There has been no decision on the state registration of Educational Audiologists in Wales. There is a question mark over ToDs who attend clinics and so it is important to keep in touch with Audiology managers and inform the BATOD Wales committee of any further developments

We have reiterated BATOD's wish to attend the Wales All Party Group (WAG). BATOD Wales will be informed of the date of the next meeting in spring 2006. Jane Davidson, Minister, is stopping individual meetings with groups but will see all groups concerning the deaf, together.

The joint initiative with RNID Cymru on mental health issues was discussed at the meeting with the Minister; she did not see any problem accessing treatment outside Wales. Jane Davidson will accept a joint BATOD/RNID paper on this issue. Following discussion with Cathy Rogers (RNID) a meeting is to be arranged to see how such a paper can be taken forward.

The External Reference Group has not met. The Quality Standards document was scheduled to be published before Christmas.

The Wales section of the BATOD website is almost complete; addresses of services in Wales still have to be entered. There are already several articles about members in the 'News of members' folder. Steve Dart is anxious to receive feedback to questions posed on the 'Questions for feedback' page in the BATOD Wales folder.

There will be a Newsletter early in New Year and a pdf copy will also be available in the Wales website folder.

Letters and emails have been received from Janet Butterfield (links with N. Wales), Eirlys Lamb (SEALAN grant - Specialist Equipment for Learners with Additional Needs), Eryl Davies Jones (obituary for Caril Miles) which keep the committee up-to-date with information.

Wales BATOD representatives are in close contact with the staff at UWIN and Mary Hare School contributing to the management Steering group and the e-Learning materials work that proceeds apace. BATOD representatives have contributed to the course for some time and the Committee praises and endorses the progress that has been made recently.

The next BATOD Wales committee meeting will be in February

Stephen Dart, Wales Representative



The **Northern Ireland** Region AGM took place on Saturday 1 October in Craigavon Area Hospital. Attendance was good and we were delighted to welcome our National President, Carol Torrance. Carol spoke about the role of BATOD in 2005 and stressed the importance of the regions contributing their ideas and thoughts and 'being part of the bigger picture'.

Despite her very early start, Carol's energy and enthusiasm was tangible and produced such motivation that we received a successful nomination for Chairman Elect - Mary Gordon - this office has been vacant for the past year.

Our second speaker was Mrs Wilma McCreery, former Head of Service in the South Eastern Education and Library Board. Wilma has spent many hours of her retirement seeking out and organizing BATOD NI's archives. She entertained us with some amusing extracts and made us reflect with some more serious ones. We are fortunate that Wilma has undertaken this task.

NI members have benefited hugely from the hard work and commitment of our outgoing NEC representative Margaret Nelson. Margaret has just completed six years on the NEC and we wish to express our very sincere thanks.

Newborn Hearing Screen was introduced to NI in October 2005. It is anticipated that approximately 30 babies will be identified annually. Unfortunately to date no additional funding has been made available within Education to develop an early support programme.

On 22 November, Peter Hain, NI Secretary of State announced the Outcome of the Review of Public Administration. This will mean huge changes in how local councils, health and education are structured. By April 2008 the five Education and Library Boards will merge to become a single Education Authority. It seems inevitable there will be re-organisation of the services for Hearing Impaired children.

Teresa Degnan, NI Representative

BATOD South West membership was surveyed during October. A fairly lightweight questionnaire sought to gain the membership views regarding the need for a regional group, venue for meetings, frequency of meetings and when they should be held.

Of the 116 questionnaires posted out 37 were returned with 32 respondents agreeing that there is a need for a regional group. Only one response felt that the local group was unnecessary and four others, for whatever reason, did not express a view.

The majority of responses favoured Exeter as a venue although a number felt that events in Plymouth or Taunton might draw sufficient people.

Whilst it was accepted that Saturday, given the geographical spread of members, was a logical day to meet, a number felt it was too much to ask and would like more localised evening meetings.

Generally people suggested two meetings per year and a number forwarded ideas as to what topics might be of interest to members.

Although John Shaw had hoped to organise an event in November, given the timescale this is being arranged for the spring term - most likely on Saturday 1 April....

John Shaw, SW Representative



In the Association area of the BATOD website there is a series of folders especially for regional news and information. Some regions have already posted a copy of the region Newsletter and news about members.

Details and registration forms for meetings held locally are usually linked to the Calendar page.

In the 'Latest document' area there are copies of responses and consultation documents that BATOD Executive Council is or has been processing. There is the opportunity for all BATOD members to contribute to the National responses so don't waste an opportunity to contribute.

The website is a means of getting information to members fairly quickly - but it does mean that YOU have to visit the website regularly to check. It is hoped to set up a password area so that information for members is not so openly available.

If you haven't done so already go and have a look....

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## Subtitles

A page has been added to the NDCS website with details of subtitled schools DVDs available from BBC and Channel 4.  
[www.ndcs.org.uk/information/technology/tv\\_videos\\_fi\\_lms/educational.html](http://www.ndcs.org.uk/information/technology/tv_videos_fi_lms/educational.html)

The good news is that there is now an increasing number of accessible resources available. I will aim to update these lists over the coming months - BBC Active and 4 Learning will be able to provide the latest information.

Richard Vaughan,  
Technology Services Manager, NDCS

# Are two ears always better than one?

Sue Archbold, Education Co-ordinator, The Ear Foundation

Can current advances in technology in both hearing aids and cochlear implants replicate the remarkable mechanisms of binaural hearing for children whose hearing is impaired? That was the question addressed at an international conference, hosted by The Ear Foundation, in Nottingham and addressed by a range of highly experienced speakers.

The benefits of binaural hearing are so readily achieved with normally hearing ears that they are easily taken for granted. Binaural hearing facilitates spatial awareness, enhances speech understanding in group and noisy situations and provides the ability to tell the direction of sound. In addition, it is said to improve sound quality, provide a wider hearing range by enabling hearing at a greater distance and considerably reduce the effort of listening. The importance of binaural hearing to young deaf children, who spend their lives in acoustically challenging environments, is likely to be considerable.

In the conference's morning session, chaired by Gerry O'Donoghue, Ruth Litovsky discussed aspects of spatial hearing in babies and how the auditory system in young children processes multiple signals and which auditory cues are most effective for speech understanding. Dave Moore outlined aspects of the developmental neural plasticity of those mechanisms involved in binaural hearing in the developing mammal, using the demonstration of the effects of long-term otitis media on binaural hearing. Chris Durst went on to describe how binaural processing is undertaken and the effect of binaural modalities. The morning ended with Paul Checkley and his discussion of the benefits of binaural hearing, demonstrating that the educational effects of a monaural hearing loss are considerable.

The afternoon session, chaired by Quentin Summerfield, began with a presentation by Stuart Gatehouse describing the impact of life-quality that results when spatial hearing is disrupted and how this might be quantified. Colette McKay addressed the challenging question of how acoustical hearing aids can be optimally combined with cochlear implants. This led to interesting debate.

Paul Govaerts continued with consideration of the clinical outcomes of bilateral cochlear implantation, with particular reference to the influence of age at implantation and Joachim Mueller went on to provide an overview of the extensive experience of the Wurtzburg programme of bilateral implantation in children. He concluded that the question is not whether we should do bilateral implantation, but rather how long should we wait. The afternoon concluded with Ruth Litovsky once more, describing the development of validated age-appropriate tools for use in children with bilateral devices (two

implants or bimodal devices) and their use in clinical settings.

With sparkling lucidity, Quentin Summerfield concluded the day's proceedings by summarising the key features of the day's discussions and giving his views on where best we should go from here. He suggested that we currently do not know where the point of clinical equipoise lies between two cochlear implants and hearing aid and implant. The concluding message was that we clearly need more research effort into this area, as the speakers continued to debate amongst themselves.

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# NOTICEBOARD



|          |   |        |  |
|----------|---|--------|--|
| A&ICT(C) | Audiology and ICT Committee (BATOD NEC)                       | LSA    | Learning Support Assistant   |
| ABCi     | Assessment by Children of Inclusion                           | LSC    | Learning and Skills Council  |
| ACCAC    | Qualifications, Curriculum and Assessment Authority for Wales | Ltd    | Limited company  |
| ACE      | Aiding Communication in Education                             | M&F(C) | Membership and Finance Committee (BATOD NEC)   |
| ACFE     | A Curriculum for Excellence                                   | MA     | Management Allowance   |
| AGM      | Annual General Meeting  | MEd    | Master in Education  |
| ALS      | Additional Learning Support                                   | MFL    | Modern Foreign Language  |
| APG      | All Party Group (on deafness)                                 | MGWTS  | Mary Grace Wilkins Travelling Scholarship  |
| AQA      | Assessment and Qualification Alliance                         | MHTS   | Mary Hare Training Services  |
| ASE      | Association for Science Education                             | mm     | millimetres  |
| ATL      | Association of Teachers and Lecturers                         | MSI    | Multi-Sensory Impairment   |
| BAHA     | Bone Anchored Hearing Aid                                     | NAA    | National Assessment Agency   |
| BATOD    | British Association of Teachers of the Deaf                   | NASEN  | National Association for Special Educational Needs                                   |
| BBC      | British Broadcasting Corporation                              | NASS   | National Association of Non-Maintained & Independent Special Schools                 |
| BDA      | British Deaf Association /British Dyslexia Association        | NATED  | National Association for Tertiary Education with Deaf people                         |
| Becta    | British Educational Communications Technology Agency          | nb     | nota bene  |
| BEL      | Benefit Enquiry Line  | NCC    | Northamptonshire County Council  |
| BETT     | British Education and Training Technology (UK exhibition)     | NDCS   | National Deaf Children's Society   |
| BSL      | British Sign Language   | NEC    | National Executive Council (of BATOD)  |
| BTEC     | Business and Technology Education Council (UK)                | NEELB  | North Eastern Education and Library Board (NI)                                       |
| CA       | Classroom Assistant   | NESTA  | National Endowment for Science, Technology and the Arts                              |
| CACDP    | Council for the Advancement of Communication with Deaf People | NETP   | National Employer Training Programme   |
| CAP      | Communication Aids Project                                    | NHS    | National Health Service  |
| CBE      | Commander of the Order of the British Empire                  | NHS    | Newborn Hearing Screening  |
| CCEA     | Council for the Curriculum, Examinations and Assessment       | NI     | Northern Ireland   |
| CD ROM   | Compact Disk Read Only Memory (also CD)                       | NRAIS  | Northumberland Raising Aspirations in Schools  |
| Cert     | Certificate   | NSPCC  | National Society for the Prevention of Cruelty to Children                           |
| CI       | Cochlear Implant  | NW     | North West   |
| CIp      | Communicate in Print  | P4C    | Philosophy for children  |
| cm       | centimetres   | PATOSS | Professional Association of Teachers of Students with Specific Learning Difficulties |
| COEA     | Certificate of Educational Achievement                        | P&P(C) | Publications and Publicity Committee (BATOD NEC)                                     |
| CPD      | Continuing Professional Development                           | PD(C)  | Professional Development Committee (BATOD NEC)                                       |
| CS       | Cued Speech   | pdf    | portable document format (for Acrobat Reader)  |
| CSP      | Co-ordinated Support Plan (Scotland)                          | PE     | Physical Education   |
| CST      | Cued Speech Transliterater                                    | PGL    | PLG Ltd (Holidays)   |
| CSW      | Communication Support Worker                                  | PLP    | Programme Led Pathways   |
| dBHL     | decibel hearing level   | PSHE   | Personal and Social and Health Education   |
| DCAL     | Deafness, Cognition and Language Research Centre              | pt     | point (font size)  |
| DCCAP    | Deaf Children's Communication Aids Provision                  | QCA    | Qualifications and Curriculum Authority  |
| DDA      | Disability Discrimination Act (1995, UK)                      | QToD   | Qualified Teacher of the Deaf  |
| DEI      | Deafness and Education International                          | QTS    | Qualified Teacher Status   |
| DELTA    | Deaf Education through Listening and Talking                  | RCCP   | Registration Council for Clinical Physiologists                                      |
| DfES     | Department for Education and Skills                           | RCSLT  | Royal College of Speech and Language Therapists                                      |
| DLA      | Disability Living Allowance                                   | RE     | Religious Education  |
| DRC      | Disability Rights Commission                                  | RIG    | Rewards and Incentives Group   |
| DSA      | Disabled Students' Allowance                                  | RNIB   | Royal National Institute for Blind people  |
| DVD      | Digital Versatile Disk  | RNID   | Royal National Institute for Deaf people   |
| DWP      | Department of Work and Pensions                               | SEALAN | Specialist Equipment for Learners with Additional Needs                              |
| EAS      | Education Audiology Service                                   | SEN    | Special Educational Needs  |
| EDDE     | European Days of Deaf Education                               | SENCO  | Special Educational Needs Coordinator  |
| eg       | example   | SENDA  | Special Educational Needs and Disability Act   |
| EI(C)    | Education Issues Committee (BATOD NEC)                        | SENSE  | National Association for Deafblind   |
| EMA      | Education Maintenance Allowance                               | SENSSA | SEN Support Services Association   |
| EMAP     | East Midlands Associated Press (UK media group)               | SFL    | Support for Learning   |
| eps      | Encapsulated PostScrip  | SLT    | Speech and Language Therapist  |
| ESRC     | Economic and Social Research Council                          | SKILL  | National Bureau for Students With Disabilities                                       |
| FAB      | Federation of Awarding Bodies                                 | SO     | Special Olympics   |
| FE       | Further Education   | TA     | Teaching Assistant   |
| FEAPDA   | European Federation of Associations of Teachers of the Deaf   | TDA    | Training and Development Agency for Schools  |
| FLG      | Functional Language Group                                     | THRASS | Teaching Handwriting, Reading and Spelling Skills                                    |
| fm       | frequency modulation  | tif    | Tagged Image File (file name extension)  |
| GCSE     | General Certificate of Secondary Education                    | TLR    | Teaching and Learning Responsibilities   |
| gif      | Graphic Interchange Format (file name extension)              | ToD    | Teacher of the Deaf  |
| GNVQ     | General National Vocational Qualification                     | TSA    | Trust for the Study of Adolescence   |
| GTC      | General Teaching Council                                      | TTA    | Teacher Training Agency  |
| HE       | Higher Education  | UCL    | University College London  |
| HI(U)    | Hearing-Impaired (Unit)                                       | UK     | United Kingdom   |
| HMI      | Her Majesty's Inspector                                       | UKCoD  | United Kingdom Council on Deafness   |
| HOSS     | Heads of Schools and Services                                 | UN     | United Nations   |
| htm      | hyper text markup language (html)                             | UNHS   | Universal Newborn Hearing Screening  |
| http     | hyper text transfer protocol                                  | UNICEF | United Nations Children's Fund   |
| ICT      | Information Communications Technology                         | URL    | Uniform Resource Locator (world wide web address)                                    |
| ie       | that is   | USA    | United States of America   |
| IEP      | Individual Education Plan                                     | USSR   | Union of Soviet Socialist Republics<br>(now Commonwealth of Independent States)      |
| INSET    | In-Service Educational Training                               | v/f    | voice/fax  |
| ISBN     | International Standard Book Numbering                         | VI     | Visually Impaired  |
| ISSN     | International Standard Serial Number                          | VIEW   | Visually Impaired Education Welfare  |
| JCQ      | Joint Council for Qualifications                              | vs     | versus   |
| jpg      | Joint Photographic Experts Group (file name extension)        | WAG    | Wales All Party Group (on deafness)  |
| KS       | Key Stage   | www    | world wide web   |
| LA       | Local Authority   |        |  |
| LCD      | Liquid Crystal Display  |        |  |
| LEA      | Local Education Authority                                     |        |  |
| LGA      | Local Government Association                                  |        |  |
| LISEN    | Low Incidence Special Educational Needs                       |        |  |

If you have found an acronym in the Magazine that isn't explained in this list.... then use [www.acronymfinder.com](http://www.acronymfinder.com) to help you work it out!

# Learning and Skills Council update

Elizabeth Mackinder

## Funding priorities for 2006/07 and 2007/08

The new priorities for the Learning and Skills Council have been published in 'Priorities for Success: Funding for Learning and Skills'.

This publication sets out how the Learning and Skills Council (LSC) will implement Government priorities for the sector, building upon increases in participation, achievement and the quality of provision achieved.

The priorities for the next two years are:

- ♦ embedding 14-19 reforms and raising attainment of level 2 at 19
- ♦ supporting low skilled adults in acquiring basic skills and progressing to level 2 and above
- ♦ increasing employer engagement and increasingly meeting the needs of employers
- ♦ continuing to raise standards throughout education and training.

In addition Ruth Kelly has written to the LSC (LSC Grant Letter 2006-07) to set out the strategic direction for the post-16 learning and skills sector and the funding approach to be used for 2006-07 and 2007-08.

This document states that the key priorities above require realigning the funding strategy to support the public service agreement targets on Apprenticeships and the roll-out of the National Employer Training Programme (NETP).

The overall public funding in this sector is to be maintained. However, to meet the national priorities, longer and more expensive courses for adults will be provided to equip them with the range of skills needed for employability and further progression to higher levels of training.

For 14-19 learning there are three priorities: delivering improvements in achievement for young people in the system now, reforming qualifications and curriculum including Key Stage 3 and securing delivery on the ground. To achieve these priorities the LSC will need to collaborate with other key partners and local authorities. The aim is to improve outcomes for 14-19 year olds.

Organisational developments for the 16-19 sector will be key in order to attract new providers into the market. Developments include the creation of the new 16-19 Academies and sixth form colleges, implementation of school sixth form 'presumption' arrangements and new 16-19 competition.

Maximising attainment of Level 2 by age 19 is critical. This includes the drive to improve successful completion of Apprenticeships and progression to Foundation Degrees. Pilots for 16-17 year olds 'Not in Education, Employment or Training' or in jobs with training and a new 're-engagement programme' for 14-16 year olds should contribute to this target.

Further details on these funding priorities can be found on the website [www.lsc.gov.uk](http://www.lsc.gov.uk)

## EMA extended to LSC funded e2e and PLP learners

From April 2006 young people on LSC funded Entry to Employment (e2e) and Programme Led Pathways (PLP) will be able to claim educational maintenance allowances (EMA).

EMA aims to encourage 16 year olds to participate in non-compulsory education, particularly those from lower income backgrounds, thus widening participation.

Through EMA young people living in a household with an annual income of up to £30,000 can receive £10, £20 or £30 each week providing they attend their course regularly. They can also qualify for bonus payments to recognise good performance and continued attendance.

For further information call 0800 056 2811 or check out the EMA website on [www.direct.gov.uk/ema](http://www.direct.gov.uk/ema)

## School Governors' Guide to the LSC

A new guide for school governors about the LSC and its key initiatives has been sent to secondary school governors.

The guide explains the role and structure of the LSC and how it works with the schools. It outlines key LSC initiatives and their relevance to the school governors.

The School Governors' Guide to the LSC is available on the LSC website [www.lsc.gov.uk](http://www.lsc.gov.uk) Further copies of the guide can be ordered on 0870 900 6800

### Not a BATOD member?

Membership fees help to provide this Magazine and support the work carried out on your behalf as a ToD.

If you value this provision then join BATOD and ensure the work continues.

Don't delay - join BATOD today

# Return to SENDA

*Elizabeth Mackinder*

Access to Examinations and Assessments for Deaf Students - What is Reasonable Adjustment in Schools and Further Education?

This conference built upon the previous year's event and was an opportunity for awarding bodies and educational institutions to develop their understanding of assessment issues arising from the specific needs of deaf students. It was also an opportunity to reflect upon 25 years of hard work and development by The Council for the Advancement of Communication with Deaf People (CACDP).

Chris Hughes CBE opened the conference by reminding us of CACDP's position as the fourteenth largest awarding body out of 115 (financial turnover), but that it is one of the most specialist. CACDP is committed to raising the standard of communication between deaf and hearing people.

From spring 2005 the Disability Discrimination Act (DDA) brings qualification bodies into scope, with the majority of qualifications covered by 2007. The awarding bodies will have responsibility to ensure that the needs of all candidates are assessed and appropriate adjustments made.

These fair and reasonable adjustments are part of building a fair and just society. The focus must now be on equality of outcomes enabling all individuals to achieve their potential. This means that how a qualification is constructed, assessed and awarded is important. This can only be achieved if all the different interested parties work together to ensure deaf awareness, access and fair assessments for deaf learners.

Dr Linda Badham from ACCAC spoke about the regulatory framework in which all examinations and assessments have to operate. She identified the three key players in an assessment of an individual. These are the regulators, the awarding bodies and the centres (schools, colleges, training providers etc).

Regulators are required to set the criteria for the qualifications which the awarding bodies must follow, they accredit qualifications ensuring that a qualification conforms to the regulatory criteria, keep all the qualifications under review and have a duty to publish and disseminate information.

The awarding bodies' role is to design and write up qualifications including exams and coursework, in line with the regulatory criteria. Each awarding body issues regulations and guidance to centres including guidance on reasonable adjustments for examinations.

Each centre has a crucial role in making accurate assessments of individual needs. Part of the assessment involves the learner demonstrating independently all the skills the qualification has been designed to assess. If a learner cannot demonstrate the skills even with access arrangements that a qualification requires, centres should question whether the learner should be taking that specific course. It is important to ensure fairness for all candidates.

An awarding body must establish what the competent standards are that are required for a course. These competent standards can result in less favourable treatment for a disabled candidate if they are justified. For example, for a shorthand test, a candidate requiring double the time for the test would not be supported, as speed is an essential element of the competent standards.

The regulatory bodies are currently reviewing all 14-19 qualifications (key stage 3 SATs and GCSEs) for any unnecessary barriers to access. The competent standards need to remain, even if they cause a barrier for some students in terms of access. Disability groups and representatives will be given an opportunity to feed into the reviews prior to the outcomes going forward to formal consultation.

A new publication for awarding bodies is on the QCA website on designing qualifications that minimise barriers to access (Fair Access by Design).

Dr Badham then spoke about certificate indications. The current regulations make provision for some groups of candidates where there is an access arrangement you can make, for example, speaking within the modern foreign language exams. The current system awards marks for the parts of the exams students can do and the certificate is annotated to state what has not been attempted. Legal advice on this practice has been sought and it appears that it does not comply with the DDA, as a different competency standard is given to some candidates, which is discriminatory. The regulators are fully aware of the concerns of our profession. They are looking for the best solution to the speaking and listening element of GCSE English which is acknowledged as a huge issue.

An additional notice is due out to centres this autumn term to help identify access arrangements that could be available to candidates.

The problem of carrier language is being investigated at the design stage of exams. The regulators will be looking into this in greater depth as part of the review of A levels and GCSEs. The principle of making carrier language fully accessible is



supported but the practicalities are proving to be more problematic.

Next to speak was Miranda Pickersgill from CACDP and Ian Robinson from Deaf START, Leeds. They launched the first draft of their publication on access to external assessment for deaf candidates. This is designed to supplement the guidance available from the Federation of Awarding Bodies (FAB). It is not exhaustive and is given as guidance only. The publication is available on the website and will be updated and amended as time progresses.

The purpose of the publication is to provide greater consistency on how decisions about reasonable adjustments are made. Four key issues were identified.

- ◆ **Defining candidates:** a centre makes a request for a reasonable adjustment for an individual. They must provide evidence of the assessment of needs. The centres must provide as much information as possible. The reasonable adjustment requested should reflect the normal ways of working with that candidate. It is up to each centre head to decide which staff are appropriate to produce the assessments.
- ◆ **Defining the process of adjustments:** this usually relates to the language of assessment and response or a change to the language ie from standard to modified. The awarding body may provide a modified paper. A centre may present orally what is presented on paper. All the different processes depend on the assessment criteria for the exam. There is a concern about the lack of standardisation of curriculum signs in BSL that are acceptable for assessment purposes.
- ◆ **Defining the providers of reasonable adjustments:** guidance describes the role of the access facilitator ie BATOD/NATED list of approved modifiers. The oral modifier (rephrasing of carrier language, word order and word substitution) is not included in JCQ or FAB's guidance. The awarding bodies need to be confident that the integrity and assessment standards are safeguarded whatever the adjustments made.
- ◆ **Defining and assessing minimum standards:** BSL candidates need interpreters. The awarding body needs to balance concerns about the credentials of the access facilitator and the aim of removing obstacles. The awarding bodies can define skills and issue instructions. They can indicate on an exam paper where language cannot be changed, issue BSL papers (video exam paper), request a paper is annotated to state support given etc.

After lunch Jane Couper spoke about the language modification of exams. She argued that language modification is an essential reasonable adjustment, taking away any unnecessary complexity. Language

modification is not used when the assessment is testing a reader's skill. However in all other cases clear language benefits all candidates.

Oral and BSL modifications may differ. Examination boards do not have to accept alterations given by a language modifier and a paper may have gone through the process of modification with very little change to the final paper. There is no guarantee that even where a paper has been modified at source it will be modified sufficiently for a specific candidate.

Anyone can become a language modifier including deaf adults. Jane reminded us that language modification wasn't just about changing the language but also layout, format or the inclusion of diagrams.

With regard to endorsed certificates for the English GCSE qualification, Jane reminded us that it is an essential qualification opening doors to further qualifications and employment. Without endorsed certificates a good deaf candidate who cannot achieve on the speaking and listening element will never achieve an A or A\* grade.

Each disability is unique and needs an individual response. We should be recognising the skills that candidates can prove. We need to encourage all people with disabilities to stretch themselves and fulfil their potential. It is ironic that the DDA is promoting discrimination on this issue.

Sarah Rendell, Patricia Neville and Deborah Drew from Oak Lodge School continued on this theme. Reasonable adjustments are about demonstrating ability not highlighting disability.

There are many students who are capable of getting good grades in the written part of the English GCSE exam but they may not use spoken English, or have very poor oral skills. By 2007 the English exams will not be accessible to many deaf students as speaking and listening is at the heart of the assessment.

Entry level qualifications allow candidates to demonstrate ability to communicate including through BSL. This actively encourages students to develop these skills.

The speaking and listening element of current examinations discriminates against many deaf students. Solutions need to be found to this issue and urgently.

With regard to BSL exams, some deaf candidates are experiencing problems with the use of cue cards. They are unable to read the cue cards as they have poor reading skills. Lip reading may not be the solution. There is a need for students to have access to BSL cue cards. BSL exams should be a test of BSL skills not English skills.

Nick Lait from Edexcel spoke about the assessment process from the view of an awarding body. He told us that the JCQ was formed to act as the administrative hub of the awarding bodies providing regulations to which each awarding body must agree. These regulations are in two categories: access arrangements and special considerations.

The National Assessment Agency (NAA) (an offshoot of QCA) has the task of modernising exam administration. The system is paper driven. It has introduced an on-line system for delegated access arrangements. Exam officers and SENCOs make access arrangements on-line. It is hoped that further arrangements will come on-line in the future.

Nick reminded us that it is important to seek advice from awarding bodies on exam access arrangements before a student begins a course. He advised that all awarding bodies appreciate approaches from language modifiers to work with them on the production of papers.

The JCQ website is reviewing specialist teacher qualifications. It is currently consulting on appropriate qualifications with a deadline of 17 November 2005.

Cathy Barnes was the final speaker for the day. She launched the FAB good practice guidance for vocational qualifications. This is sister guidance to the JCQ advice.

Vocational qualifications have a wide variety of assessment types and locations so the JCQ guidance is not always appropriate. Centres need to be consistent in the reasonable adjustments they make. Many of the specialist vocational awarding bodies are very small and do not have the same level of experience of reasonable adjustment requests.

The guide lists the range of acceptable evidence for a person authorised by the head of centre to request access arrangements. Centres complete a simple form stating which adjustment is required and why.

The guidance from FAB is only guidance. But when an awarding body issues it to centres, with its own logo and adjustments added it is a requirement. It can be downloaded from the website [www.awarding.org.uk](http://www.awarding.org.uk) The publication will be reviewed after a year's use. FAB welcome any feedback you may have.

This was another interesting and informative conference from CACDP. Unfortunately, though, more questions seem to be raised than solutions provided!

## October 2005 Meeting with ATL

Paul Simpson, Secretary BATOD

### Context

One of a series of regular meetings with senior union officials to discuss issues related to pay and conditions of particular relevance to ToDs. We met with the general secretary of ATL, Dr Mary Bousted.

### Summary of the main points of the meeting

- ♦ Dr Bousted stated that she understood that the Government intended to turn LEAs into solely commissioning services; schools will receive more and more money - LEAs less and less.
- ♦ She agreed that this made services for LISEN very vulnerable.
- ♦ She suggested that the Every Child Matters agenda was vital to underline the need for specialist support of deaf children and thereby services which provide that support. In particular, to encourage social well-being of deaf children within school as well as academic achievement needs to be stressed.
- ♦ She underlined the need to consult with local union officials re the abolition of MAs (Management Allowance).
- ♦ We should resist any move to place ToDs on to Soulbury conditions.
- ♦ We discussed some issues related to support for deaf students in FE - also covered by ATL.

Recommendations/ discussion/ action points for BATOD

- ♦ Keep ATL informed of our concerns and needs.

### Working with a deaf child? Need professional backup?

Learning Support Assistant  
Teaching Assistant  
Communication Support Worker  
Communicator  
Nursery Nurse  
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5 Magazine per year  
regional meetings for training and networking

## *The Additional Support for Learning Act (Scotland)*

The Additional Support for Learning Act introduces a new framework built around the concept of additional support needs. The new concept will apply to any child or young person who, for whatever reason, requires additional support, long term or short term, in order to overcome barriers to learning.

A child may require additional support for a variety of reasons. These may include those who are being bullied, are particularly gifted, have experienced a bereavement, or are not attending school regularly, as well as those who have behavioural or learning difficulties, mental health problems, or specific disabilities such as deafness or blindness.

The legislation will have an impact wider than education and has significant implications for professionals working in health, social work and a range of other agencies.

Under the Act, education authorities will have a duty to establish procedures for identifying and meeting the additional support needs of every child for whose education they are responsible. They must keep those needs under review. Other agencies will have a duty to help education authorities meet their duties. Such agencies may include a local authority's social work services, any health board, any other local authority or other agency specified by Scottish Ministers, such as Careers Scotland or further education colleges.

Education authorities will be under a duty to provide mediation services and they will be required to have arrangements in place for resolving disputes. Parents will be able to request assessments where they, or the authority, think that their child has additional support needs.

The new framework of support includes arrangements for children or young people who have enduring, complex or multiple barriers to learning and require a range of support from at least one service from outwith education. A new statutory Co-ordinated Support Plan (CSP) will be drawn up for such children and young people. A new Additional Support Needs Tribunal will be set up to deal with any disagreements relating to CSPs.

[www.ltscotland.org.uk/inclusiveeducation/additionalsupportforlearning/index.asp](http://www.ltscotland.org.uk/inclusiveeducation/additionalsupportforlearning/index.asp)

## *Scottish Executive Hearing Aid Training Days*

As part of the Audiology Services Modernisation of NHS Scotland, the Scottish Executive has funded a one-day study day for Teachers of the Deaf. These days have taken place at various venues around the country.

The day was subtitled 'New Hearing Aid Technology - What Teachers of the Deaf Need to Know'.

Firstly, we learnt about the differences between analogue and digital aids, and how each one functioned. We were guided through the intricacies of peak clipping vs compression and linear vs non-linear. We were instructed on real ear measurement and how the size and shape of the ear canal can have an effect on the output of the hearing aid. The Desired Sensation Level prescription (which has been developed for young children) was explained.

Next, we were shown the range of hearing aids available on the NHS Scotland contract and the differences between them. The issues around setting the hearing aid volume and of the number of programmes a child should have access to were discussed. We were shown a very useful hearing aid summary sheet, which we could use for each child, and therefore have a complete record of all relevant information regarding the child's use of their hearing aid.

After lunch, we were given the opportunity to hear about the many tests that are used to ascertain what exactly the child is hearing with their hearing aid. Some were tests used in a clinic setting and others could be carried out by the Teacher of the Deaf in a classroom setting.

We then went on to discuss the day-to-day management of hearing aids and radio aids. Some discussion on the different types of radio aids available followed.

The day ended with information regarding the use of a test box, some services have access to one, others not. It was felt that services should have one, and that hearing aids should be tested on a regular basis. Unfortunately the funding for such a large piece of equipment would use up a lot of a service's budget. Perhaps the Scottish Executive would consider funding them?



# Launch meeting of Training and Development Agency for Schools

Paul Simpson

The TTA has become the TDA and this was the launch event trying to determine how the new agency could support, in particular, schools. The remit includes teacher training and building a new partnership with schools to create a training environment which develops the effectiveness of the whole school workforce. The keynote speaker was Ruth Kelly, Secretary of State for Education and Skills.

Summary of the main points of the meeting

- ♦ Ruth Kelly itemised all the progress made in education since 1997.
- ♦ She announced new money for schools.
- ♦ She spoke of reshaping the education system and more 'personalised' learning.
- ♦ She emphasised the Government's commitment to the Every Child Matters agenda.

At question time I asked her where the 10,000+ LEA unattached teachers fitted into the reshaping of the system as they were crucial already in providing and supporting personalised learning - especially for children with low incidence SEN. She avoided the question, mentioning a white paper soon to emerge about the relationship between LEAs and schools. She then went on to talk about schools getting together to provide support for children and then started to talk about children with behaviour problems. However, the Chief Executive of the TDA

approached me later saying he had noted that she did not respond to the question and saying that the TDA too had not considered these teachers and their role and that they would do so in future. He later referred in a speech to teachers in schools and 'those who work closely with schools'.

## Recommendations/ discussion/ action points

- ♦ Monitor the early stages of the work of the new TDA referring back to the conversation with the Chief Executive as necessary.

Since the meeting a website has appeared. It contains issues raised at the launch including the point which I raised about unattached teachers and a response from Ralph Tabberer, the Chief Executive of the TDA :

Issue: Attention must be paid to supporting the mainstream as well as the defined groups such as SEN and Gifted & Talented children. Equally, unattached teachers and those who work in settings other than schools must not be forgotten.

Response: Totally agree. Keep pressing us to make sure our data - and initiatives - cover all. We will raise this issue with the LGA because they will have a big interest in ensuring that staff employed by their constituent authorities receive high quality training and development.

## BATOD was there representing you...

Between the NEC meetings, members of BATOD attend various meetings that are of particular interest to Teachers of the Deaf. This list is not exhaustive as some reports have not yet been received or meetings reported on. Your representatives at the meetings listed include: Bev McCracken, Ted Moore, Peter Preston, Paul Simpson.

| date                 | external participants | purpose of meeting                | venue             |
|----------------------|-----------------------|-----------------------------------|-------------------|
| <b>November</b>      |                       |                                   |                   |
| 22                   | UKCoD                 | Education conference; BATOD Chair | London            |
| 10                   | RNID and NDCS         | Termly tripartite meeting         | London            |
| 03                   | GTC                   | Disabled Teacher Taskforce        | London            |
| 03                   | Scottish Executive    | Audiology Modernisation           | Perth             |
| 01                   | UKCoD                 | Trustees' meeting                 | London            |
| <b>December 2005</b> |                       |                                   |                   |
| 19                   | NHS Scotland          | Review of CI                      | Edinburgh         |
| 13                   | VIEW and SENSSA       | Issues of mutual interest         | conference call   |
| 8                    | DCCAP                 | Meeting Chris Stephens            | Reading           |
| 6                    | UKCoD                 | Trustees' meeting                 | London            |
| 1                    | RCSLT                 | Guidelines revision               | Whitchurch, Bucks |
| <b>January 2006</b>  |                       |                                   |                   |
| 31                   | DCCAP                 | Management meeting                | Reading           |

Please inform the Secretary, Paul Simpson, if you know of any meetings where you feel representation on behalf of Teachers of the Deaf would be of benefit. Although there is no guarantee that BATOD would be able to attend every meeting, situations could be monitored and the interests of ToDs represented.

A comprehensive list of meetings that BATOD has attended recently, is now published on the BATOD website along with the Calendar which is found at the back of the Magazine. Follow 'Calendar' and 'coming events' then 'representing you'.

# This and that...

email news to: [this-n-that@BATOD.org.uk](mailto:this-n-that@BATOD.org.uk)



People who have hearing difficulties are in danger of not hearing a fire alarm when staying in hotels or other residential facilities. The **Deafgard vibrating fire alarm** alert is a safe and cost effective solution.

Deafgard is a wire-free fire alarm listening device especially designed for deaf and hard of hearing people which consists of a battery-powered, acoustically triggered bedside unit that incorporates a high intensity strobe and a connected vibrator pad that is placed under the pillow. When Deafgard 'hears' the fire alarm, the under pillow pad vibrates waking the sleeper. The activated flashing strobe and LCD provide visual indication that the fire alarm is sounding, allowing the individual to leave their room to a place of safety.

The Deafgard vibrating fire alarm warning system is an ideal portable product to help residential facilities comply with important elements of the Disability Discrimination Act.

For further information visit the Connevans Deaf Equipment Website at [www.deafequipment.co.uk](http://www.deafequipment.co.uk) and type 'Deafgard' into the product search.

The **National Deaf Children's Society** (NDCS) is supporting the call for further research into hearing protection drugs that could be administered with cancer drugs. The side effects of platinum-based cancer drugs (such as cisplatin) are well known and children who survive cancer can be left with permanent hearing loss.

Children who do develop hearing loss as a result of their cancer treatment will be offered hearing aids and may require additional educational and other support services to help ensure that they are able achieve their full potential at home and at school.

The **Economic and Social Research Council** (ESRC) announces the award of funding for a significant new research centre - the Deafness, Cognition and Language Research Centre (DCAL). The centre, based at the UCL (University College London) Department of Human Communication Science, will see ESRC inject £4.5 million over an initial five year period into a study of deafness, linguistic systems and communication that will run

over a ten year programme (more in the March Magazine).

RNID, RNIB and the British Red Cross have launched an online store [www.communityequipment.com](http://www.communityequipment.com) to help deliver major improvements in the provision of equipment. The website acts as a hub for equipment managers and health professionals, allowing them to buy and sell surplus items of adult and children's equipment, thereby improving access to high quality community equipment. The recycling of goods will reduce costs, free up resources and limit waiting times for much-needed items of equipment. Community equipment providers across the country are being encouraged to make use of the web-based service - which is free to use.

CACDP and Sign have produced an Accredited Communication Tactics training pack. This is specifically for Health Care Workers and those completing the day's training can receive a Level 1 certificate from CACDP. The training includes all the normal Deaf Awareness but additionally covers other subjects specific to the health care sector. This is the only such accredited training and was developed in conjunction with the NHS in Scotland who originally lead on this initiative. CACDP accredited trainers to deliver the package are available around the country. Contact Sign for details [www.signcharity.org.uk](http://www.signcharity.org.uk)

The **Ear Foundation** has held its most successful **family weekend** ever since the first event was staged at Center Parcs in Sherwood Forest, Nottinghamshire, in 1990. The 70 children and 110 adults told how much they'd enjoyed the mixed programme of get-togethers, quizzes and, of course, sports and recreation. A half day conference for the adults attending set out to demystify the technology of cochlear implants. Among this year's attractions was the NDCS's purpose-built roadshow vehicle, the Listening Bus, visited by many parents and youngsters.

The Membership update forms which were in your November Magazine, have been flooding in thick and fast. Thank you to all those who have completed them and sent them back to me. If you haven't done it yet, please find the time to do it as it will be a great help to me. If you've mislaid the form you can download one from the website [www.batod.org.uk](http://www.batod.org.uk) or you can send the details asked for direct to me at

[membership@batod.org.uk](mailto:membership@batod.org.uk)

Fiona Mackenzie, Membership Secretary

## Four Presidents jet into Geneva

What is the collective noun for presidents? A gabble? A preamble? A bosse? Whatever it may be, four presidents from the UK attended the FEAPDA Congress in Geneva. Paul Simpson, President of FEAPDA (as well as secretary of BATOD), Carole Torrance, President of BATOD, Alison Weaver, President Elect of BATOD and Peter Annear, Past President of BATOD (1997-99) travelled together out of Luton Airport on a beautiful October afternoon.

This was the 19th biennial congress of FEAPDA titled 'The Education of Deaf Children in a Multicultural Setting' - three days with an academic programme of keynote speakers, member country presentations, discussion groups and networking opportunities alongside a great social programme.

Geneva is an appropriate city to consider multicultural matters. It is the home of great reformers, philanthropists and philosophers and more recently of the Red Cross, the Human Rights movement and the United Nations.

The congress opened in the United Nations Building on Friday morning; an extraordinary campus and an inspirational location for our theme. Paul Simpson gave a tremendous welcoming speech where he reminded us how far we had moved in our profession and how inclusion described not just an educational aim but also an embracing of differing opinions and beliefs in communication modes to such an extent that we no longer require the UN peacekeeping force!

Belgian Speaker, Patrick Devlieger gave a deeply philosophical (but accessible) lecture on culture, disability and minority. Drawing heavily on the work of Robert Murphey, Engels and Marx, and his own research at the University of Chicago he described the notion of 'otherness' which we create to define ourselves. This can easily sink into a 'not us' prejudice where we perceive otherness as disability. Deep, but worth swimming in!!

Having worked with Aftab i Haque briefly in Pakistan and also as a fellow BATOD North Region committee member it was great to catch up with him as our second keynote speaker. Immensely practical, Aftab described 'The Rochdale Experience' where he works in the NW of England. The high incidence of deaf Asian children supported by his team (34%) gave real credibility to the model of service delivery he described. This was based on the notion that home language is a potent marker and child parent interaction vital to underpin a clearly auditory oral model.

*Peter Annear*, BATOD Representative to FEAPDA

Jannis Zinniker from our host country, Switzerland, implored us to learn from history as he gave a 40-year overview of multi cultural education in Switzerland. This was fascinating history starting with the Italian workers and ending with the multi-faceted diverse community that can now be found in Switzerland. This presentation was illustrated with some powerful and moving images of the experiences of immigrants in this country.

Other countries gave brief outlines of provision, which gave compelling insights into different attitudes, philosophies and service provision. Sweden's key point was 'we are all unique but more similar than we realise.' Luxembourg, in a highly practical presentation, focused on the best solution for the individual's needs. Italy too, challenged us to look below our surface assumptions and tailor individual packages for minority groups.

Our first day's congress was over but we still had an official reception to attend hosted by the Genevois Minister of Education. Paul Simpson showed not only his Presidential skills here by responding to the Minister's welcome but he also acted impressively as interpreter; effortlessly moving from French to English and back to French.

The following day we convened in another congress centre in Geneva. Today's speakers reiterated themes and threads from yesterday's presentations. Corrie Tijsseling from the Netherlands spoke passionately on behalf of the Deaf Community who always felt disenfranchised and challenged us to be open-minded, empathetic and sensitive to difference in our interactions with deaf people.

Maurice Rey from Switzerland questioned whether a deaf majority welcomes or suppresses an ethnic minority deaf group. His research has indicated that the attitude of the majority group depends on how they in turn have been accepted in the wider community. For successful dialogue all need to respect each other's core and original culture.

Belgian colleagues described a very clear model (based on Maslow's paradigm) of family assessment and identified families that were socially loaded or seriously socially loaded prior to family support. The German delegation are challenged by the complex needs that arise from deaf ethnic minority groups and are putting ethnocentric programmes in place to support Teachers of the Deaf and those specific families they support.

The final keynote presentation looked at teacher/educator training issues. Barbara Gerner de Garcia from Gallaudet University explored the



particular challenge of addressing diversity in the deaf community. Due to lack of funding and recognition of need at Government level, systematic efforts to address the issue have been limited. At Gallaudet they have the problem solved by making teaching appointments that reflect the ethnic demographic picture, revised their curriculum and developed an online course for teaching Latino Deaf students.

With the academic part of the Congress almost at an end, there was discussion in language groups to consider multi-cultural issues specific to their experience. This was a good opportunity to pull out from all the various presentations points of good practice to apply to our own working and to develop networks.

Networking continued into the social programme. An excellent evening meal overlooking the lake with a gypsy jazz band to accompany us was a great way to relax after a very intense couple of days. On Sunday we had a fascinating tour around old Geneva including a short trip on the lake. We then met up with more colleagues for a splendid lunch of food from many countries laid on by the Swiss Congress Organisers.

Thanks must go to the Congress Organisers for a really well planned (and delivered) event, which fulfilled all expectations; to BATOD for their support and to our managers who released us to go on an extremely worthwhile Congress.

Next time we should travel by hot air balloon!



## SEN allowances

Paul Simpson, BATOD Secretary

In the discussions about the current changes to pay and conditions for teachers, BATOD has been asked on several occasions about its policy on SEN points. This is included in our annual STRB submission but the key paragraphs are as follows:

'BATOD strongly argues that the first SEN point should be mandatory for all teachers who are employed to work solely with pupils with SEN, ie this is within their contracts. This would then more closely support the Government policy of 'inclusive' education and not differentiate between special/segregated and mainstream settings.

The second point should also be mandatory for those teachers of hearing (or visually impaired, or MSI) children who hold the relevant mandatory qualification. It is considered that other teachers who work with other groups of children with SEN should also be entitled to this point provided that they have an equivalent qualification ie a post-graduate diploma, involving a two year part-time or one year full-time course.'

The latest submission can be read in full on the website by following: The Association, Latest document, BATOD's submission to the School Teachers' Review Body for 2005

BATOD is aware also that a number of Local Authorities are proposing to replace both SEN and management allowances with a single TLR payment. This is in line with the Rewards and Incentive Group (RIG) guidance. However, members may wish to explore with their union any implications of such a change other than any financial implications.

We would like to remind all members that whilst we are able to give informal advice, we always encourage members to join a union in order to support them in their local circumstances. The changes related to TLRs can only be decided at a local level and it is important that Teachers of the Deaf take appropriate advice for their personal circumstances from the union specialists in this field.

More information about TLRs etc appears on the BATOD website - see Latest document.



**news flash**

Siemens Paediatric Day, UK  
25th April 2006  
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**SIEMENS**





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*This subscription can be claimed against income tax: for those who pay tax at 40% this means a saving of approximately £20.00 pa and for those members in the lower band a saving of some £10.00. You do not normally need a receipt for this; just put it on your income tax form. A list of previous subscription details can be found on the BATOD website: follow BATOD/BATOD membership/back-subscriptions information.*

*Members may seek retired status on retiring from paid employment. If members return to work it is at their discretion to inform the membership secretary of their changed circumstances. For those retired members who no longer wish to receive the Journal there is a concession to pay a reduced subscription. Associate members who are employed as Teaching Assistants or in similar roles and who pay the special single payment rate will receive only the Association Magazine and not the Journal.*

*Retired members who reach the age of 80 are entitled to free membership of the Association. Members who reach this milestone are invited to contact the Membership Secretary.*

*Full and associate members who are entitled to a reduced subscription should notify the Membership Secretary of their circumstances by 30 June for the following year's membership, to enable the necessary paperwork to be completed.*

*Members with a change in circumstances (eg changing to retired status) should inform the Membership Secretary as soon as possible. Cheque payers will be sent a reminder about payment in June. Direct Debits will be altered automatically for payments in August and beyond.*

**Members are reminded that membership of the Association is only open to individuals.**

**There is no category for Service or School membership.**

*We are aware that some members have their subscription paid for them and that some have their mailing to their work address.*

**Only the named individual is the member and no other person at that address can claim any benefits of membership.**

*Any enquiries should be made to:*

*email: [membership@BATOD.org.uk](mailto:membership@BATOD.org.uk)*

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**All members are reminded that the Membership Secretary MUST be notified of any change of address to ensure that labels are changed and Magazines and Journals reach the new address.**

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# Meetings and training to know about

# Calendar

Items noted on this Calendar may have been advertised within the Magazine or the information reported by telephone. BATOD is not necessarily the organising body. Please contact the Organising body (column 2) for details of conferences, NOT the Editor of this Magazine.

| Date   | Organisation  | Meeting Topic  | Venue   |
|--|---|--|---|
| January 2006<br>10 - 11<br>11 - 13<br>17 - 18<br>21<br>27          | Cued Speech UK<br>EMAP<br>Cued Speech UK<br>BATOD North<br>Auditory Verbal UK   | Foundation Course (2 x 2 days, also 17-18 January)<br>Special Needs Fringe 2006<br>Foundation Course (2 x 2 days, also 10-11 January)<br>I'll show you mine if... (and AGM)<br>Introduction to auditory verbal therapy   | South East London<br>London<br>South East London<br>St John's School, Boston Spa<br>Chesterton, Oxon  |
| February<br>1<br>4 - 5<br>8<br>9<br>10<br>13 - 16<br>23 - 24       | Healthy Deaf Minds<br>Cued Speech Association<br>Inclusive Technology<br>Auditory Verbal UK<br>Auditory Verbal UK<br>Cued Speech UK<br>Teaching Exhibitions | Topic to be announced 6.30 until 9.00 Entry fee is £4.00<br>Foundation Course over 2 weekends (also 4-5 March)<br>IT Information Day<br>Promoting conversational competence in pre-schoolers<br>Redirecting children's behaviour<br>Foundation Course<br>Early Years & Primary Teaching Exhibition   | Euston<br>Nottingham<br>Dublin<br>Chesterton, Oxon<br>Chesterton, Oxon<br>Central London<br>The Ramada Hotel, Belfast   |
| March<br>4 - 5<br>10<br>11<br>9 - 11<br>18<br>23<br>25<br>28<br>31 | Cued Speech Association<br>BATOD North<br>BATOD<br>Emap Education<br>PATOSS<br>SERSEN<br>St John's School<br>St John's School<br>Auditory Verbal UK         | Foundation Course 2nd weekend<br>FM systems and CI (afternoon session)<br>Adapting the curriculum to meet differing needs (and AGM)<br>The Education Show 2006<br>Annual Conference - Dyslexia - assessment<br>Autism spectrum disorders, spotlight on multi agency working<br>Learning to Listen 3-7 years olds A day for Parents<br>Learning to Listen 3-7 year olds: Professionals' day<br>Auditory verbal principles & techniques workshop | Nottingham<br>Scunthorpe, North Lincs<br>Wandsworth, London<br>NEC, Birmingham<br>Imperial College London<br>Renaissance Hotel, Gatwick<br>Boston Spa<br>Boston Spa<br>Chesterton, Oxon |
| April<br>5<br>3 - 6  | Healthy Deaf Minds<br>Cued Speech UK  | Topic to be announced 6.30 until 9.00 Entry fee is £4.00<br>Foundation, Intermediate, Advanced & Children's courses (residential)  | Friends Meeting House, Euston<br>Exeter   |
| May<br>5 - 6   | Teaching Exhibitions  | Early Years and Primary Teaching Exhibition  | Manchester  |
| June<br>7<br>16<br>17  | Healthy Deaf Minds<br>NDCS<br>BATOD NEC   | Topic to be announced 6.30 until 9.00 Entry fee is £4.00<br>Informed Choice – conflicts and resolutions<br>Association business  | Friends Meeting House, Euston<br>Birmingham Metropole<br>Birmingham   |
| July<br>3  | BATOD Wales   | Welsh AGM and Conference - Audiology   | Llandrindod Wells   |
| August<br>2  | Healthy Deaf Minds  | Topic to be announced 6.30 until 9.00 Entry fee is £4.00   | Friends Meeting House, Euston   |
| September<br>15 - 16<br>30   | BATOD<br>BATOD NEC  | Steering Group of NEC<br>Association Business  | Paragon Hotel, Birmingham<br>Paragon Hotel, Birmingham  |
| October<br>4<br>19-22  | Healthy Deaf Minds<br>EDDE  | Topic to be announced 6.30 until 9.00 Entry fee is £4.00<br>Communication and Language Development   | Friends Meeting House, Euston<br>Örebro, Sweden   |
| November<br>17 - 18  | BATOD   | Steering Group of NEC  | Edinburgh   |
| December<br>2<br>6   | BATOD NEC<br>Healthy Deaf Minds   | Association Business<br>Topic to be announced 6.30 until 9.00 Entry fee is £4.00   | Paragon Hotel, Birmingham<br>Friends Meeting House, Euston  |
| January 2007<br>12 - 13  | BATOD   | Steering Group of NEC  | Paragon Hotel, Birmingham   |

If you know about, or are organising, an event that you think other Teachers of the Deaf may be interested in please email the details that can be added to the calendar to [magazine@BATOD.org.uk](mailto:magazine@BATOD.org.uk) (date, organiser, title, venue). Remember to decode the acronym so we know who is the organiser!

There are already entries on the website Calendar for 2006. The Calendar on the BATOD website is edited as soon as we know about meetings. Additional information about courses and registrations forms may also be linked to the calendar entries.

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