BATOD

British Association of Teachers of the Deaf

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Early years

In memory of Father van Uden

The *Must Do Better* discussion

FEAPDA Council meeting

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and caring
for those with complex learning, physical, sensory and
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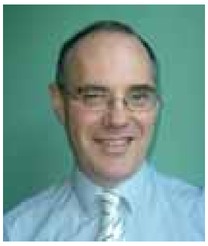

From your editor

Huge changes have taken place since Early Support was introduced and it is certain that young deaf children and their families have hugely benefited from it. Early Support applies to all disabled children and their families but the involvement of Elizabeth Andrews, so well known and respected within our profession, has ensured that deaf children's needs have been considered at all stages. Sadly, government initiatives do not always remember children with sensory impairment but in this case they have been greatly supported and indeed have been trailblazers in many aspects of the initiative. The profession is greatly indebted to Elizabeth for all her work in this area. I am delighted that not only did she contribute to the planning of this Magazine but she also agreed to write a stimulating and wide-ranging 'lead article'. I hope that all readers – including those not working directly with this age group – will find it to be of great interest.

If you would like to contribute further to the articles on early years please do not hesitate to submit something. Although each Magazine has a specific focus we also like to include a range of unrelated feature articles as well and these could refer back to or complement the focus of previous editions.

If you would just like to contribute though a letter, this too would be very welcome.

Finally, please consider whether you have anything to offer to forthcoming Magazines (topics itemised below) – send your ideas to articles@batod.org.uk.

Forthcoming topics:

March	Complex needs
May	Conference edition: Inclusion – making a difference
September	Audiology
November	Mental health

Please note: The Publications and Publicity Committee, supported by NEC, has produced a leaflet for use in mainstream schools. Although we hope that most children with hearing problems are identified by the NHS those developing a hearing loss need to be

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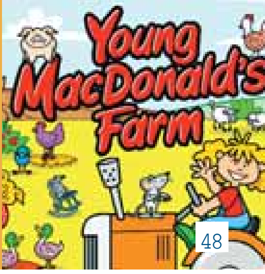
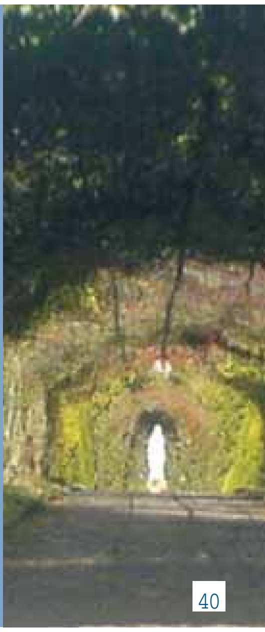


Association business



Need to contact BATOD about other matters?

Talk to National Secretary Paul Simpson
email: secretary@BATOD.org.uk
answerphone/fax 01494 464190

Cover picture

xxxxxxxxxxxxxxxxx

Flying high

Ann Underwood highlights the ongoing work of BATOD as it strives to support Teachers of the Deaf throughout the UK

It is a challenge leading BATOD forward because, as your professional association, BATOD must serve the best interest of the membership – assist in the personal professional development of all members and also stand up for the profession in the national arena. Currently, work is being undertaken to strengthen the CPD aspect and to offer a consistent foundation when putting forward the case for having Teachers of the Deaf readily available.

In March 2008 we created a working group to explore CPD training issues. The remit was to look at what is already available, perceived needs against the TDA competencies document, methods of training delivery and then to consider how BATOD, as their professional association, could meet the needs of members. Details and documents from the group are now available in the members' area of the website and you are invited to send comments and suggestions via email.

A questionnaire was designed to collect information about Teacher of Deaf training needs and also any courses that were already provided. Details are available on the website (>> Articles >> CPD >> CPD Working Group). The list which this will produced will actually enhance the recently launched TDA database in the CPD zone (www.tda.gov.uk/leaders/cpdzone.aspx). The group is now moving towards definite ideas that BATOD might pursue in terms of training, possibly building on the experimental conference i-learn, u-learn, e-learn conference last March.

Work continues with CACDP towards the accreditation of the BATOD course for language modification. Bev McCracken and Jenny Baxter are to transform the course into a series of competences, especially those aspects which rely on their knowledge of the materials. It is hoped it will be ready for presentation in 2009.

Sponsorship has been offered by Oticon, which will allow the much lauded audiology refreshers to be published in 2009. The plan is to make these available as free downloads and currently work is in progress to modernise all the sheets before publication on the BATOD website.

Over the past year monitoring job vacancies through the successful Situations Vacant page of the website has shown that there are many ToD jobs offered but there appear to be problems in recruiting new staff. BATOD was invited to meetings with the TDA and DCSF to look at ways of attracting mainstream teachers to train as ToDs thus increasing the pool of QToDs available. In order to estimate needs for the future a questionnaire to collate the information from heads of services and schools and directors of children's services has been distributed. The TDA and DCSF will decide how to allocate the funding available – we hope taking BATOD's advice. This should cover two years' worth of training 2009–11. However, this could set a precedent for future years. This work only applies in England. The Wales Assembly had a similar initiative allocating funding for the training of 24 new teachers.

In Scotland there are currently major recruitment and retention worries exacerbated by the changes in training of ToDs. Furthermore, BATOD Wales has submitted a document to the Wales Assembly about the supply of ToDs in Wales. It is important to have a consistent approach to such issues across the UK, and NEC is developing a strategy by forming a working group to facilitate this.

As Peter Preston takes over as consultant on pay and conditions issues from Ted Moore both appeared successfully before the STRB to give oral evidence in October. The questions and answers are available to view on the website (>> Articles >> Teaching >> Pay and conditions >> Submissions and responses to the STRB).

Throughout the country there is currently a huge debate engendered by the threat to ToD jobs through reorganisation of service structures about the role of Teachers of the Deaf and 'value added'. To assist members as they develop arguments for their continued existence, a working group has been formed to review the role of the ToD and the value it adds, laying the foundations for further work about all aspects of the role. This is essential work to ensure that ToDs continue to fly high ….

The climate of change

Elizabeth Andrews set the scene for ToDs working in the early years arena

New policy initiatives, rapidly changing technology and the opportunities provided by newborn hearing screening continue to make the early years a particularly interesting and challenging area of activity for Teachers of the Deaf. This issue of the Magazine concentrates on children under five and I hope this quick, personal, whistle-stop tour of factors transforming the context within which Teachers of the Deaf work will be helpful as an introduction.

Many things are changing, but effective relationships and partnership working with families are still at the heart of professional practice. I want to suggest that several features of the current context are helpful in enabling those relationships and co-operative models of working to flourish – they support the best of traditional practice and focus on quality, aiming to spread good practice more widely.

Change for deaf children

First of all, there are the changes that are specific to deaf children. The introduction of newborn hearing screening opens up new opportunities for children and their families. It makes it possible to identify deafness before it has an impact on developing communication and language and enables families and the people working with them to take action early. Achieving efficient and reliable screening in different parts of the country has been an ambitious and challenging enterprise, but the mission statement of the Newborn Hearing Screening Programme (NHSP) makes it clear that screening is not fundamentally or most importantly about the protocols, procedures and systems needed to identify children early – it's about the impact of deafness on family life in the early years. The aims identified for the NHSP programme in their mission statement (http://hearing.screening.nhs.uk) are:

to enable high quality parent-child interaction

to support parents and carers so that they can make informed decisions about the options open to their family.

For these aims to be achieved, sensitive, holistic, responsive and effective services for families are required, from the time that deafness is first identified onwards. Services of this kind have always been highly valued by parents and carers for whom deafness is 'a new world' and the early age at which some children are now being identified only makes it more pressing that all families who need it, receive the right kind of help.

The mainstream development of the Early Support programme (www.earlysupport.org.uk) for families with disabled children provides a helpful context for emerging practice with deaf children picked up by newborn hearing screening. It institutionalises expectations of 'wraparound, timely provision' (*Aiming High for Disabled Children* DfES/Treasury, May 2007) for families and facilitates partnership working, keeping parents and carers at the heart of discussion and decision-making about their child, using a Family Service Plan where appropriate.

Integrated service delivery

Change for deaf children is developing at a time of service re-configuration in the wake of the Victoria Climbié Inquiry (2003) and Every Child Matters. The aim of this whole system change is to achieve better-integrated support for families, particularly those in contact with a lot of different people. The Children's Plan puts it this way:

> 'By putting the needs of children and families first, we will provide a service that makes more sense to the parents, children and young people using them, for whom professional boundaries can appear arbitrary and frustrating… joining up services is not just about providing a safety net for the vulnerable – it is about unlocking the potential of every child.'

The mainstream development of lead professional and key worker roles is part of these changes and it impacts directly on the way Teachers of the Deaf work. It provides new opportunities to promote the role that teachers have traditionally played, where home visiting services are provided.

However, the rapid development of Sure Start children's centres is equally significant, as it is changing the way in which mainstream services are delivered to some families and children. Children's centres provide integrated education and childcare services, support for parents and health services, all in one place. They are multi-agency in operation and holistic in their approach to support for families and children. Some Teachers of the Deaf may need to adapt their practice to work with children's centres, although it's difficult to see how impact for families could be negative. Others may look to children's centres as a new and natural base from which to operate their integrated services for families and deaf children.

Participation

The theory and practice of partnership working with families has long been at the heart of the professional training and practice of Teachers of the Deaf working with pre-school deaf children. However, rarely has it been so explicitly at the heart of the Government's agenda. Partnership with parents is identified as 'the unifying theme of the Children's Plan. The Early Years Foundation Stage (EYFS) also has parents as partners as a core theme. The EYFS, published last year, defines the statutory and guidance framework within which all providers of early years provision must operate – ie all providers of out-of-home provision for children under five, such as childminders, local authority nurseries, nursery or early years centres, children's centres, playgroups, pre-schools and schools. It says:

parents and practitioners have a lot to learn from each other

in true partnership, parents understand and contribute to the policies in the setting.

This chimes exactly with one of the National Service Framework Markers of Good Practice for Standard 8 (Disabled Children) which suggests that children, young people and their families should be 'routinely involved and supported in making informed decisions about their treatment, care and support, and in shaping services'. This goes far beyond familiar debates about moving on from 'expert model' approaches to more collaborative working and reciprocal sharing of expertise. It suggests that families who use public services should actively participate in strategic planning for service change at every level. Most readers will know that local authorities, PCTs and children's trusts have been bringing together consultative groups of families and young people to inform local planning on other issues for some time now. *Aiming High for Disabled Children* (AHDC) builds on this experience, and talks about 'empowering disabled children and their families' through:

improved provision of information and greater transparency in decision making

putting families in control of the design and delivery of their care package and services

supporting disabled children, young people and their parents to shape services.

Part of the changing context within which Teachers of the Deaf are working in England, therefore, involves the formation of parent and carer groups to support service change for disabled children, as part of AHDC activity, where groups do not already exist. It's important that the voices of families with deaf children are heard within these groups, building on the successful activity of Children's Hearing Services Working Groups (CHSWGs) in recent years.

Information and choice

The importance of information for families, and of supporting parents and carers to understand and use information, are familiar themes for Teachers of the Deaf working with families with young children. The difference is that there are now standard materials available, and an expectation that these publications will be used – for example, the information booklets produced by NDCS to support NHSP and the Early Support *Information for Parents Booklet on Deafness* (ES11).

The *Aiming High for Disabled Children National Core Offer* document, 'a statement of the standards which families with disabled children can expect across the country from local services', underlines again the importance of information and greater transparency about how decisions are made, as a means 'to empower families to find their own ways to meet the needs of their disabled child, their other children, and themselves'.

Inclusion

The National Service Framework for Children emphasises the importance of services for disabled children that 'promote social inclusion and, where possible, enable families to live ordinary lives' and the framework defining what children are entitled to, when it comes to participation in a playgroup or nursery is well defined by the Special Educational Needs and Disability Act (SENDA) and the SEN Code of Practice. The principles of equality of opportunity and inclusion are also at the heart of the EYFS. For example, section 1.14 of the Statutory Framework for EYFS says that:

'Providers have a responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.'

Section 1.15 says:

'All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development.'

There are also some helpful new materials available in this area – for example, *Extending inclusion* (Council for Disabled Children, 2008) which focuses on inclusion in children's centres and the *All of Us Inclusion Checklist* produced by Kids with DCSF and the Playwork Inclusion Project.

However, much of this will be familiar territory to experienced Teachers of the Deaf working with children in the pre-school years, so has anything really changed? I think so.

First, there are clear directions to early years settings that they must work in partnership with other agencies, (see, for example, section 1.11 of the *EYFS Practice Guidance*).

Then, there are the areas of learning and development within EYFS (in particular 'Development matters') which establish a standard, shared description of early childhood development that can be used to support three-way, joint working between settings, visiting Teachers of the Deaf and families. There are a number of statements about dialogue woven through the statutory and practice guidance materials for EYFS. Material on the EYFS CD-ROM puts it this way:

'Working in partnerships with families is particularly important when a child has additional support needs. Joint planning that involves parents and carers and two-way exchange of information about a child is critical to success.'

All of this is quite new, but anyone who is using the Early Support Monitoring Protocol for Deaf Babies and Children (ES29) should find that it 'fits' well with the EYFS framework being used by early years staff, particularly with the more detailed items that come up when you click on the Early Support logo in 'Development matters' on the EYFS CD-ROM. Many readers will already be part of shared monitoring arrangements with early years settings, but if not, this is a good time to ask about how settings are planning to record their observations in the years leading up to the EYFS Early Learning Goals, and to ensure that parents and carers are involved in these processes, if they wish to be so.

Early Support

The Early Support programme is an integral part of wider developments for families and children discussed above. It comes with a clear set of expectations about how services should work with families and a flexible set of practical materials to help with partnership working and integrated processes. The Family File, team around the child or family approaches and joint planning are most relevant when a family is in contact with many different people and co-ordination is an issue. They encourage the development of integrated goals. Early Support also provides a structure for those taking on the role of lead professional or key worker to work within. The information materials add value in many different ways. The Developmental Journals (including the Monitoring Protocol) provide new opportunities to share and discuss the observation of children's development on an equitable footing with a range of partners – most importantly, with parents and carers. To sum up:

'From birth to transition to adulthood, local areas are establishing and developing new ways of encouraging co-ordinated provision designed around the child and family. This includes the Early Support Programme, which provides co-ordinated support for disabled children aged 0–5.'
Aiming High for Disabled Children (2007)

In step, or out of step?

I'd like to think that the developments outlined above simply build coherently on established good practice. If the current context of change feels more challenging and threatening than bracing, I would suggest that it also provides an opportunity for reflection on the nature of joint working that can only serve the interests of young deaf children and their families. However, I'm confident that the current context of change validates and supports the existing work of many colleagues reading this article and so will be experienced by them in a positive way.

Elizabeth Andrews is the Director of the Early Support Programme.

Further information
Early Support – www.earlysupport.org.uk
Every Child Matters – www.everychildmatters.gov.uk/deliveringservices/leadprofessional
Sure Start – www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres
Early Years Foundation Stage – www.standards.dfes.gov.uk/eyfs
Aiming High for Disabled Children – www.everychildmatters.gov.uk/socialcare/ahdc

Moving forward

Gwen Carr assesses the progress made by newborn hearing screening and early intervention services and explores some of the ongoing challenges

One stated major aim of England's Newborn Hearing Screening Programme (NHSP) is 'to identify all children born with moderate to profound permanent bilateral deafness within four to five weeks of birth and to ensure the provision of high quality and appropriate assessment and support for deaf children and their families'. Driven by this aim and in response to a strong evidence base[1], the wishes of parents of deaf children and the campaigning of those organisations representing them, together with the advice and guidance of the UK National Screening Committee, newborn hearing screening began implementation in England in 2001, and was followed soon afterwards by other UK countries.

Led by Professor Adrian Davis of the MRC Hearing and Communication Group at the University of Manchester (previously at the Institute of Hearing Research at the University of Nottingham), the programme rolled out across England in five phases, the last of which was successfully completed in March 2006. Now, every newborn baby in England, in 122 screening sites (both hospital and community based), receives the offer of a hearing screen, and to date the programme has screened well over two million babies. Since the completion of implementation, the focus of the England programme, funded by the Department of Health, has shifted to the ongoing maintenance and continuous improvement of high quality provision at national, regional and local levels, across the full care pathway from screen through to early intervention. The NHSP Quality Assurance and Risk Management framework is key to achieving this focus.

Back in 2005, McCracken et al[2], as part of the overall national evaluation of Phase 1 of the NHSP's implementation led by Professor John Bamford, published the results of a qualitative study into the impact of the introduction of the NHSP on educational services in England. The results of the study highlighted five major themes: links between services, changes in working practice, training, funding and resource implications and the perceived opportunities newborn hearing screening might bring.

The representatives of the 27 early-implementing services interviewed for the study spoke of their hopes that the NHSP would be a driver for positive change, and their feelings that working partnerships with professionals from other disciplines would be strengthened and multi-disciplinary collaboration, often based on goodwill, formalised in a structural framework. All of the participating services, after implementation, commented that their links with audiology services had improved, but felt less positive about the NHSP's impact on forging and cementing links with social care services. Concerns were expressed about staff and skills shortages in the light of increasing caseload numbers, a growing focus on understanding the needs of very young deaf babies and the challenges of supporting families at much earlier stages in their parenting journey. Many of those interviewed saw opportunities to enhance their service profile, increase others' understanding of the support needs of deaf children and to support service development. Significantly also, they saw opportunities for improved outcomes for deaf children, especially in terms of language competence, perhaps leading to the need for less support at secondary level as children would enter school with more age-appropriate language and communication skills.

So, some six years on from that study into the impact on the first 20% or so education services, have the issues changed? Have the perceived benefits of the Modernising Children's Hearing Aid Services (MCHAS) initiative and the Early Support Programme, together with the embedding of the NHSP itself, brought about the positive change and service improvement hoped for and expected?

The NHSP Peer Review Quality Assurance Programme overseen by a multi-disciplinary QA Board commenced

in November 2006, with the first round of the visits completed in March 2008. The second cycle of visits, implementing some improvements and refinements as a result of lessons learnt from the first, is now underway. In terms of the five themes which emerged distinctly from the McCracken 2005 study, it would seem that much has been achieved since the early experience of the early implementing sites, but that many of the challenges are enduring.

The QA process in the first cycle reported against 26 standards, covering the care pathway and beginning with the giving of information during the antenatal period. The ensuring of accessible information (via appropriate literature and also in terms of personnel/interpreter use) is stressed throughout the full pathway. Twelve standards focused, unsurprisingly, on the robustness of the screen process itself, concluding with referral into audiology. Six standards referred specifically to audiological (and medical) assessment including the referral to early education services/Teachers of the Deaf, and seven standards focused on target performance indicators for those services providing early support for the child and family – usually the Teachers of the Deaf but also including SaLT, social care and other service providers. One specific standard referred to the efficacy of the Children's Hearing Services Working Group (CHSWG) as a vehicle for ensuring and supporting multi-agency working at both strategic and operational levels. In addition to the standards, the QA process also has a key role in determining whether:

- commissioned services meet the needs of children and families
- governance structures and strategic partnerships are in place
- the entire care pathway is delivered in line with the principles of family friendly practice and informed choice
- there is a quality improvement culture in place.

Overall, from the first cycle of QA visits, it is clear that real progress has been made since the early days of the NHSP:

- Links between services have indeed strengthened, supported by the materials developed by the Early Support Programme, the development of children's trusts/children's services directorates and a number of government initiatives and published guidance such as that on the Common Assessment Framework. The Every Child Matters agenda (www.everychildmatters.gov.uk) has clearly been hugely influential in this movement towards greater co-ordination. Yet in some services, there remain challenges in ensuring seamless referral from audiology into early intervention, mainly due to issues of capacity. Perhaps the most significant problem is the availability of appropriately skilled and experienced social care professionals within the multi-disciplinary team, and the challenges of how to enable access to social care for families. Young et al[3], also as part of the evaluation of the NHSP's first phase implementation, reported on issues and challenges perceived by both education and social care services in respect of their inter-professional working in the context of newborn hearing screening. The study revealed 'considerable agreement on the poorly developed nature of joint working but considerable disagreement about the roots of such', and highlighted the tensions between 'the resolution of difficulties at the level of skills, values, roles and purposes and…. the identification of the strategic and operational issues that will block or drive the now statutory basis for partnership working'. The QA process has found considerable growth in the understanding by most service practitioners of the importance of their respective contributions to the support of deaf children and families, and in the appreciation of their roles, but little progress has been made, with some notable exceptions, to the structural environment which facilitates social care support actually being available to the families in children's services. This is borne out by the recently published NDCS commissioned report by Young, Hunt and Smith[7] which states 'there is clear cause to be concerned about the quality, availability, responsiveness and appropriateness of social care services for deaf children and families'.
- In terms of changes in working practice, the requirement for 52-week cover has meant that services, in partnership with others, have effected some reorganisation which in most areas ensures that the Quality Standard which relates to speedy response to referral regardless of time of year has been well met, although capacity issues are a real

problem for some services and this is still not universally the case. The multi-disciplinary co-ordination of Early Support is much in evidence though, as deaf education services have strengthened collaborative links for assessment and family support.

- Training also has been well responded to – Teachers of the Deaf are clearly a committed and proactive group! – but access to sufficient funding for CPD and the lack of opportunity to be released from busy and stretched caseloads is still a barrier for some. The NHSP itself, in common with other training providers, has responded to the identified need of early years practitioners to update and extend knowledge and skills about early communication and general development of babies, very early audiological management and providing sensitive support to families. Large numbers of Teachers of the Deaf in particular have been proactive in ensuring their personal CPD needs have been addressed, and there is a need to continue to address these from a research-led perspective.
- Funding and resource issues continue, unsurprisingly, to give concern. Where some services are strategically strong and relatively well resourced, however, there are others which struggle to provide even a basic level of service post-diagnosis, and there remains huge inequity in provision across the country, with particular variation in London.
- The perceived opportunities for services have been inconsistently realised. While there does seem to be more recognition of the needs of deaf children at strategic level, the development and strengthening of services delivering the necessary support has not been routinely followed. While some services remain or have become increasingly strong and well resourced, others have continued to suffer from under-investment and struggle to offer a timely and needs-led service to all deaf children identified through the NHSP.

The NHSP QA programme has found that the skills and competencies of Teachers of the Deaf to be of good quality, although there are still development needs in relation to dealing very young babies. ToDs and other practitioners involved in the early support of children and families are passionate and committed. But the capacity issues result in not all deaf children and families getting enough qualified skilled support and some getting none at all. This clearly needs continued attention as an issue from all those involved in the profession and in early intervention at the highest level. Social care provision is also of critical importance and we hope that recently published research informs and influences positive development here. Increased networking between services, both formally and informally, must be the way forward in addressing the equity issue, the empowering of sharing specialist skills, and in delivering true multi-disciplinary teamwork. The promotion of informed choice and family friendly practice both continue to be areas for further development. It is essential that we maintain the momentum on the outcomes focus, and the NHSP centre is interested in working with as many services as possible to gather consistent outcomes data so that we can truly understand and evidence the benefit of early identification together with the provision of high quality intervention. If you and your service could work in partnership with the NHSP centre on outcome data please contact us – we would love to hear from you.

Gwen Carr is Director of Early Intervention Studies and Deputy Group Director of the MRC Hearing and Communication Group at the University of Manchester.

References

[1] Factors Predictive of Successful Outcome of Deaf and Hard-of-Hearing Children of Hearing Parents, Christine Yoshinaga-Itano, National Symposium on Infant Hearing, Denver, Colorado, July 1998

[2] 'The impact of the National Newborn Hearing Screening Programme on Educational Services in England', McCracken et al, *Deafness and Education International*, Vol 7 (4) 179–194, 2005

[3] The impact of integrated Children's Services on the scope, delivery and quality of social care services for deaf children and families, Phase 1 report June 2008, Young A, Hunt R and Smith C, National Deaf Children's Society, The University of Manchester www.ndcs.org.uk

Conference 2009
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AGM

14 March 2009
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inclusion

Workshops
Value Added
Eligibility criteria
Changing face of EAL
Placement or Progress
Early Years Intervention
ECM Provision Management Tool
SEAL - social and emotional wellbeing
Support work in schools qualification
Electronic Notetaking as an access strategy
Included, invisible or ignored? (complex needs)
Good Classroom Acoustics - Norsonics Equipment
Cochlear Implant Competencies – Family and Staff Training

be included - put the date in your diary now
details on www.BATOD.co.uk
and on the registration form with the November Magazine

An excellent foundation

Seeking to deliver a specialist service within a general framework, the Elizabeth Foundation has a unique approach to early years education for deaf children, as Shirley Metherell explains

The Elizabeth Foundation is a national charity supporting babies and pre-school children with hearing loss. At any one time the charity is working with around 60 children and their families at two locations in Portsmouth and Bradford and via its Home Learning and Family Support Programme. The *raison d'être* for the Foundation is our belief that all hearing-impaired children should be given the opportunity to learn to listen and talk. Our children range in age from weeks old (from the day their diagnosis is confirmed) to when they leave us to go to 'big' school! We offer their families information and support, as well as a specialist education delivered by experienced Teachers of the Deaf.

Like all settings, the Foundation has looked carefully at the EYFS to see what its implications are. It is impossible to cover everything in one article so I have chosen a few crucial areas which particularly relate to our work. We believe we excel in some areas, such as planning and the way we work with our families, to the extent that other settings might learn from us! Equally, however, other areas highlight the very specialised nature of our work and demonstrate why we must be free to be flexible in our approach and why those that seek to assess us must do so with an open mind. Failure to understand this will lead to everyone being disappointed and, most importantly, to our children not receiving the very particular support that they need.

The early years as a continuum

The EYFS asks us to change our approach so that we look on (and plan for) the pre-school years and the first few years at school as one continuum. I shall not dwell on this save to say that at the Elizabeth Foundation we have *always* believed this to be the *only* approach! Our focus is on the development of good listening skills and spoken language development. While for hearing children this happens naturally along the way, those working with hearing-impaired children know that we can make no such presumptions. At the risk of sounding trite, we see every child's language development as one long and often difficult journey for which the Foundation is responsible for the most important time, the time when the building blocks are laid. Our service must be thought through from the beginning to when they leave us and it must be totally 'joined up' to ensure that there is the reinforcement and repetition of language and messages on which all hearing-impaired children depend. The moment we allow our planning and delivery to become disjointed is the moment we begin to fail our children.

Positive relationships – parents as partners

The EYFS correctly highlights the need for early years settings to foster positive relationships with parents and families. We believe we set the gold standard on how this is done. If we didn't, we couldn't support our children.

Parents visiting the Elizabeth Foundation are, by definition, at the beginning of a journey they had probably never dreamed they would make. They may have little or no experience of hearing loss and are finding their way through a whole new set of emotions and experiences. Parents have to adjust to meeting professionals, to hospital visits, hearing aids, making decisions and looking for a path through what is best for their child and family. This is rarely the same path from one family to another, but the Foundation is there to support all of them, informing them and facilitating the decision-making process.

Just as important is the recognition that parents are at the heart of the Foundation's work. We understand that parents are the main educators of their children and so, in our planning, whether it be the one-to-one parent sessions or the smaller group sessions in the nursery, we ask ourselves some key questions:
How are the parents themselves involved in this?
What more can they be doing to support their child?
What do they need to know?
What can other parents do to support this parent?
Who else can support them?

We respond to these challenges with a library of different techniques including:
Video footage so that parents can see how they are interacting with their child. It gives the ToD an opportunity to model good conversations with the child and demonstrate how to make the most of a play situation to deliver language. It also encourages the parents' own observational skills and fosters discussion and assessment.
In Bradford we have developed Chatterbooks. These are personalised books which encourage our parents to record events using photographs and items of relevance. They provide an excellent starting point for conversations while also helping the child's memory using visual stimulus.
Opportunities are provided for parents and extended families to get together and share experiences. We run presentations for fathers and grandparents.
We use Storyboxes which facilitate the sharing of stories in a visual way with children who have limited language and we teach parents how to do this for themselves.

We have many more techniques, but they all have the same goal in mind – to empower our parents. Once empowered these parents are far more likely to:
have the confidence and knowledge to continue their child's language development outside the Foundation
understand what their child's needs are and have the conviction to demand the best for them. This is particularly vital as their child moves to 'big' school and they find themselves fighting for adequate statements and suitable provision in what is often a compromise setting.

Observation, assessment and planning
Planning has always been crucial to what we do. Preparing children with little or no language for the world is a highly specialised job and one in which the Foundation has years of experience.
Observation and assessment is carried out at a minute level so that we can understand how each child is progressing. We need to know that the children are using their aids or implants effectively and that their listening skills and language are developing as they should. This high level of observation and assessment is possible due to:
very small class sizes (not more than eight) and high staffing ratios
individual goals being identified for each child which are assessed on a weekly basis. For example, in the baby nursery we monitor how they begin to use their new technology and when and how they start to use their voices for the first time. Expectations will differ from child to child according to their hearing loss, type of aids provided, input from home and so on
planning for the older children which goes much deeper than the major themes ordinarily identified for their peers in mainstream settings. We will plan each and every activity with a view to delivering new language and vocabulary to children who may not even know what that theme is about. Our planning therefore centres on finding as many different ways of presenting information as possible through repetition, visual props, physical activities, music, food, art, storybooks and photos. Every day is about modelling and reinforcing language until our children have grasped the topic we are

covering. At the same time we are working on the general skills that they will be expected to have in place when they start school

one-to-one assessments every term as well as monitoring the children daily within the classroom. We need this information to provide the many reports requested from us by LAs, implant centres, schools, other nurseries and so on. All we have to then do is ensure it is made available in a form acceptable to the EYFS

working closely with the parents, but also the other professionals who are often involved with our children

weekly staff meetings to discuss the individual children and raise any concerns we might have.

Where we challenge the norm

Most of the time the Elizabeth Foundation comfortably works within the parameters of the EYFS and often, we believe, well above the standards required! We are lucky; we are small, with unusually high teacher-to-pupil ratios. Our parents are largely motivated to help their deaf child and have chosen our approach to do so. However, there are areas where we have to be flexible in our approach and where we must be allowed to look at the needs of our deaf children and accept that their requirements may be different to children in mainstream settings.

We are not delivering childcare. We provide a highly specialised educational and supportive setting for deaf children and their families. Our service is as much about supporting the families as the children. We provide information, counselling, audiological support, inter-professional liaison as well as education.

We feel that deaf children need structure and a familiar environment to feel secure and in control. This means following a similar pattern each day so they know what to expect even though they might struggle to access the language used and to question for themselves. We make no apologies for this and encourage future settings to think about how they can replicate this within their own environment when one of our children joins them.

We feel that deaf children need a good acoustic environment to learn to listen and use their own voices. We teach turn-taking from a very early age and sometimes expect the children to sit quietly and use looking and listening to follow the lessons. Distractions make it very difficult for deaf children to learn, and background noise makes it impossible for them to listen well. However, our quite structured activities also contain the laughter, fun and excitement of a normal nursery environment and give the children the opportunity to participate fully and learn.

We want the children to leave us with great listening and good spoken language skills, but our ultimate goal is that the children leave having experienced the happiest pre-school years, with high self-esteem, and lots of confidence.

In conclusion, the Foundation has no problem working within the EYFS principles. We have been doing so for a long time. Our standards are unusually high. They have to be because our children have unusual and sometimes extreme needs. Our challenge is to communicate adequately to those who seek to assess us why we stray sometimes from the guidelines and why it is vital that we be allowed to do so. As the EYFS states, every child is unique and we need to be free to adopt unique approaches!

Shirley Metherell is the Founder and CEO of the Elizabeth Foundation.

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As tracking deaf children's development and progress in the early years is vital, Pat Lloyd urges support teams everywhere to use the Monitoring Protocol

The advent of Newborn Hearing Screening now means babies are diagnosed within the first weeks of life. The development of Early Support (which is a central government mechanism) aims at achieving better co-ordinated, family focused services for young disabled children and their families across England. This early intervention for deaf babies, together with Early Support, has given rise to the opportunity for families and professionals to monitor progress and development from an early age. The Early Support Monitoring Protocol for Deaf Babies and Children is now used widely by families of deaf babies and children and their Teacher of the Deaf (ToD).

In Worcestershire hearing-impaired children and young people are supported by the Integrated Services – Specialist Support, Hearing Impairment Team. The team includes Teachers of the Deaf, an educational audiologist, a communication skills adviser, and also specialist teaching assistants working in schools. In the last year, five ToDs in the Worcestershire team have had children aged 0–3 on their caseloads and have been using the ES Protocol. It has taken time to become familiar with the materials and required some training, some of which was delivered by Sue Lewis.

As a team, getting started seemed to be the most difficult part of using the ES materials. How the materials can be used seemed to vary from family to family. My own experience is that some parents are really enthusiastic about the materials, and work through them independently; others are not so keen and are happy to be guided. Other professionals are now also referring to the ES materials, but as ToDs we are often initially the 'key professional' involved with a particular family. ES requires a key person to work with the family to co-ordinate the support from the various services.

The Early Years Support Monitoring Protocol now gives parents/carers and professionals the tools with which to follow closely and effectively a baby's progress through all the developmental stages. It 'encourages' families to record and celebrate their child's learning and development through the early years. It is designed to support early intervention by improving everyone's understanding of the developmental processes involved and offering a shared basis for discussion as a child grows and changes (www.earlysupport.org.uk).

The Monitoring Protocol sets out the different stages of development as a checklist. These developmental steps are useful not only to monitor progress but also for informing parents and ToDs about which specific areas and skills to focus on. I like to talk about each stage with the parent and discuss what behaviours to look for. We can then think about ways to encourage a particular developmental milestone. It seems that there are no rights or wrongs. The parent is in control as to how often they look at the materials. They may wish to fill them in by themselves, although most of my families like to talk about the developmental areas into which their child is emerging.

Again, families use the materials differently. Some want to look at the various stages and go through the checklists regularly. Other families need more encouragement and guidance. With one family on my caseload I focused on one area of particular strength ('play') rather than look across all the stages. This parent needed to be confident that their child was making progress. The other areas can be looked at when the parent is ready.

As the child progresses through the Key Stages, the information on the checklists can be transferred to the pull-out summative record sheets at the back of the Monitoring Protocol file. I like to keep a photocopy of the summative sheets for my own record of progress. Parents may need help filling in this sheet as other professionals may be guided by this information as to what the child can do.

I think it is important that parents are guided to celebrate what their child has achieved and are able to plot progress. Although there will be areas for the child to develop, they will know that their child's progress is being carefully monitored. This is very reassuring, particularly if it is their first child. It also gives parents knowledge of the developmental areas, and therefore confidence when talking to professionals about their child's progress.

As a team we are still learning about how to use these materials effectively but it is becoming clearer

Lakeland services

Exploring the effect of Early Support on partnership working with families and other professionals, Rose Foster provides the view from Cumbria

It is tempting to become lyrical about the pleasures of being paid to drive over the Lakeland passes or to be held up behind a herd of sheep rather than a queue of traffic. There are, however, challenges to providing a good service that meets the needs of children and families in such a context. These challenges, like the pleasures, arise from the geography of Cumbria.

Cumbria is one of the largest counties in England. It has a population of just under 500,000, with a total of 289 primary schools, 25% of these have fewer than 70 pupils. We have a team of 8.8 FTE Teachers of the Deaf, including our educational audiologist, with a combined caseload of around 280 children. The Teachers of the Deaf are currently involved with 21 children aged three or under.

North east Cumbria was one of the pilot sites for Early Support in 2004–05. The senior specialist advisory teacher: deaf/hearing-impaired (SSAT: D/HI) and the SSAT for early years submitted the bid jointly. One of the reasons our bid was accepted was because we provided information on measures which were already in place to try and overcome the effects of the geography of Cumbria; for example, the multi-agency panel meetings held at a clinic within the child's locality and the effective systems of communication.

An important principle on which Early Support is built is that of partnership working with parents. This places a particular responsibility on the visiting professionals to ensure that parents and carers have the information to inform decision making. It is vital that the family takes the 'lead' role in saying what they feel would or would not be supportive.

One consequence of the rural nature of Cumbria is that we are not able to support a dedicated pre-school service for deaf children and their families. We feel there are advantages as well as disadvantages to an 'all-age' service. The extent to which parents feel this impacts on our partnership working is being assessed through a questionnaire which ensures that all families can express their views on our pre-school provision. Efforts to start an informal support group for parents of pre-school children have so far been unsuccessful. Parents just did not attend. The numbers within a reasonable travelling radius have proved too few to make a group viable. We have also looked closely into the possibility of making ear mould impressions ourselves. However, the low numbers of pre-school children we each have on our caseloads would make the maintenance of the high level of skill required challenging. This is being kept under review.

Jacob's story

Jacob has recently had a cochlear implant. His family works on a remote hill farm. The Teacher of the Deaf who supports him has a 43-mile journey to the home from her office base. The family did not wish, initially, to have the family support pack or to use the Monitoring Protocol in any way. This wish was respected. More recently, as Jacob has approached his pre-school nursery year, the family has had a couple of Team Around the Family meetings which were helpful. These included his health visitor and nursery staff, as well as the Teacher of the Deaf who works with the family. The family fully accepts having to travel for hospital appointments, new ear moulds and so on, although meeting other parents with children of a similar age has been difficult. Jacob will be entering Reception next September. The family has decided to move to a farm nearer the local market town so that Jacob can attend the school and live nearer his friends.

Both the physical and the organisational structure of the services for families that were once within the educational authority have been designed to try to compensate for the difficulties arising from the geography of Cumbria. The ToDs, known in Cumbria as SATs or specialist advisory teachers: D/HI, work as part of a specialist advisory teaching service which is based in four area offices around the county. The specialist advisory teachers represent a range of different specialisms (D/HI, early years, visually impaired, speech and language, physical/medical difficulties, ASD, etc). Having four office bases means the distances travelled to support any one family or to meet with other professionals are lessened, but, as can be seen with Jacob, the time taken travelling can be substantial.

Since specialist advisory teachers from a range of disciplines work in one office, it is possible to consult or liaise with specialist colleagues with other areas of expertise very easily. While each area has a local manager for all the SATs working in that part of the county, each specialism also has its own senior specialist advisory teacher responsible for specialist

Parents in partnership
Successful partnerships between parents, parents groups and professionals are exemplified in the case of Anna. She has a profound hearing loss with other complex needs. Our close partnership with the early years specialist within our own service and with Health Service colleagues has enabled us to negotiate a commission to a different cochlear implant centre from the one usually attended by Cumbria’s children. This vastly facilitates travel for both Anna’s family and for implant team colleagues. The Team Around the Family has been particularly valued by Anna’s parents as it enables them both to meet and both parents can participate in the decision-making process. A local fund, managed by a committee of parents of other deaf children, has funded an intensive driving course for Anna’s mother. She is now able to access services and appointments independently. Public transport had made this very difficult for her.

professional leadership at a county level. This system of matrix management within the Specialist Advisory Teaching Service also greatly facilitates close partnerships between education professionals working with the range of childhood disabilities. The educational audiologist, who has a countywide brief, can be accessed quickly by all SAT: D/HIs for advice and joint visit requests via a specially designed access database.

Close working relationships with health service colleagues are facilitated by the division into local area ‘teams’. The educational audiologist, the community paediatricians (audiology) as well as the ENT and audiology departments in the two acute NHS trusts within Cumbria attend the joint children’s hearing aid clinics held in each main hospital. These are also frequently attended by the Teacher of the Deaf involved with a particular child.

The above health professionals are also involved in the two Children’s Hearing Services Working Groups (CHSWG) which operate to the north and to the south of the county. Parents and colleagues, including social workers from DeafVision, the local voluntary agency for deaf people, are active members of these groups. Currently, a grandparent is the chair of one CHSWG and an audiologist from the Cumberland Infirmary chairs the other. These ensure that colleagues can work in partnership with voluntary organisations and parents working in one area of Cumbria, while those with membership of both groups ensure that a countywide perspective is maintained.

Partnerships with the wider range of professionals who may be involved with the family of a deaf child have been forged by the training provided by the Early Support training team. These training courses have been pivotal in bringing the range of workers from allied Health Service professionals to Sure Start workers and health visitors. These have been a forum for informal contacts to be made and have given us all-important insights into the nature of each other’s work. Cumbria has approved Early Support trainers for each of the developmental journals/Monitoring Protocol as well as for the Working in Partnership training. Courses introducing Early Support and the key worker training have also been carried out round the county.

If the principles of Early Support are to be implemented it is important that we liaise closely with other professions who work with young children within the evolving Children’s Trust. This will ensure that the needs of deaf children are understood and fully embedded within the wider frameworks of support within the county.

We would be interested to hear how other comparable services are organised and how they utilise partnerships to facilitate effective early support for the families of deaf children in their areas.

Rose Foster is a senior specialist advisory teacher: deaf/hearing-impaired with Children’s Services, Cumbria.

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- Consider which information is needed to demonstrate the value of the work you do - the important value-added issue
- Map the provision available within your Service with the SESIP CD
- How do you decide whom to support and for how long?
- Learn how to train your support workers effectively and provide a qualification to enhance their CPD.
- Implementing SEAL – the under-pinning qualities and skills that help us manage life and learning effectively.
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Early signs

Special classes aimed at teaching deaf and hearing babies to sign using BSL are at the heart of a new curriculum under development at Frank Barnes School. Catherine Drew has thee details

I joined Frank Barnes School for Deaf children in January 2008 as Deaf Instructor. I have been and am involved in numerous developmental projects such as the completion of the Deaf Studies Curriculum, which is due to be launched in March 2009.

Emma Kelty, Assistant Headteacher at Frank Barnes School, has set up a 0–2 Baby Centre next to our nursery, which welcomes both deaf and hearing babies. We discussed the need to monitor each baby's language development and thus came up with the idea of baby signing classes.

There are numerous baby signing classes run by various organisations across the UK. However, many are taught by hearing tutors and signs are taught using a variation of BSL. Many of these classes are mainly aimed at hearing parents of hearing babies, with a view to using sign language/gesturing until the baby is 18 months to two years old and they are able to speak, at which point the signs will fade away.

Some hearing tutors learn up to BSL Level 2 and teach baby signing with the perspective of the signing being symbolic gesturing or a variant of BSL suited to babies. Some use Makaton, which is a language programme for children and adults with special needs. Gesturing, Makaton and Sign Supported English are not languages but merely tools that can be used to support language development. British Sign Language is the official language of deaf people, for deaf people, and is recognised by the Government.

What makes us unique is that we are aiming our baby signing classes at both deaf and hearing parents of deaf and hearing babies. Families and relatives are, of course, most welcome and are encouraged to join.

Our tutors are native deaf BSL users teaching through BSL. We teach with the primary aim of encouraging parents to retain the BSL that was taught in the lesson and to continue using this with their babies at home. With this consistent use both in class and at home, the babies themselves will then develop sign language just as they would spoken English.

In our baby signing classes, we will be teaching via BSL, using handouts, visual aids, toys and sign singing. Because we are teaching in BSL, the aim is always to use BSL and to keep using the language wherever we go. In all walks of life, one will always, at one point or another, meet a deaf person – what better way to put one's BSL skills to use?

The Government has guidelines which we need to follow while teaching baby signing, such as the Sure Start programme and the Early Years Foundation Stage statutory framework. We looked at a number of organisations for a baby signing curriculum and found that, in fact, there are none. So we have identified a clear need for this type of curriculum which various organisations, schools and baby/nursery centres can follow. At Frank Barnes School we are now in the early stages of developing this curriculum and have enlisted the help of our governor Robert Adam (from DCAL), who has already started drafting lesson plans. We are setting up a working party, which includes deaf instructors from other deaf schools/units who have also agreed the need and the importance for a 0–5 baby signing curriculum.

In the curriculum, we will be following the Government's statutory framework incorporating the four main themes:
- A unique child
- Positive relationships
- Enabling environments
- Learning and development.

This baby signing curriculum will secure foundations from birth for future learning and ensure that we monitor and assess each baby's language development using guidelines from experts. An example of monitoring language is to look for:
- babbling and gestures in 0–9 months
- pointing in 9 months–1 year
- verbs in lexicons, two-sign utterances – morphology and syntax use in 1–1.5 years.
  (Bencie Woll in *Issues in Deaf Education, 1998)*

The development of the 0–5 baby signing curriculum will coincide with our baby signing classes to ensure that we are working in partnership with both the children's educational provision and the parents. We intend to make certain that the curriculum which can be implemented by a variety of organisations, schools, baby/nursery centres is of a high standard.

Catherine Drew is a Deaf Instructor at Frank Barnes School.

Following the Protocol

Jan Dennant and Liz Freeman provide some positive feed back on the use of the Early Support Monitoring Protocol for Deaf Babies and Children in Harrow

We are a small multicultural London borough. Our advisory team for the deaf consists of two full- and two part-time Teachers of the Deaf, one full-time deaf sign language tutor and one part-time advisory teaching assistant. We have been in the Newborn Hearing Screening Programme since 2005, but only fully live since 2006. Our twin borough is Brent and we work closely with our colleagues there.

When first presented with the Monitoring Protocol, we were very apprehensive as it seemed a very complicated and time-consuming procedure. However, now it is a regular work tool in our pre-school service and we recognise its many positive uses.

The Protocol

As an assessment tool, it systematically analyses the child's development; looking at communication, attending listening and vocalisation behaviour, social and emotional development, developmental milestones and play. Each area of assessment is clearly divided so that it is obvious as to the next developmental stage and likely expectation. This, if carried out on a regular basis, can provide a definite path of progress and/or monitoring for both the pupil and parent/teacher.

Although this was designed as a tool for the parents to use themselves, in practice we have found it to be more helpful if it is completed jointly by the parent and Teachers of the Deaf so that relevant discussions, explanations and advice can take place as required. It also removes any ambiguity of interpretation. Parents, when able to participate fully, find this a beneficial task and are encouraged to see the improvements made by their child, however small they may be.

Nevertheless, we do recognise that the Protocol has its limitations for parents with English as a second language (ESL), as it is not yet translated. For all users, the terminology can at times, be somewhat academic and unwieldy, making it not always user-friendly. This can be off putting for some families.

The design of the Protocol into its five main headings and sub-headings facilitates report writing both for hospital reports and the statementing process. It is especially helpful here, as it provides clear evidence of development. We have found it particularly useful in target setting as we can see clearly the next stage of achievement to be aimed for and the child's subsequent progression is obvious in the Protocol.

In our borough we have tried hard to minimise the difficulties encountered by families with ESL. This has proved to be a considerable problem, as we have no funding for interpreters. The Ethnic Minority Achievement Service kindly allows us one interpreter visit per half-term with each family, but this is not adequate. We hope to have a designated budget for interpreter services soon. In the meantime, to counteract this, we have written a series of activities for deaf babies aged from 0–6 months and had these translated into a number of different languages – those which are most used in our area. We back up these activities by using photographs and are currently aiming to get photographs representing the different ethnic groups.

The QA Inspection – Harrow & Brent PCT

In September last year we had our QA Inspection for Newborn Hearing Screening and it was useful to be able to provide evidence of how we used the Protocol in our borough to the advantage of pupils, parents and teachers. Preparation for the QA was time consuming, but, as our service has devised its own early years manual, we were able to use that as a basis for our evidence and documentation. For us, the QA was a positive experience and reassured us that our early years practice as specialist teachers was good. The verbal feedback was helpful and highlighted certain areas of development which we had already identified. We hope that the written inspection report will support our desire to enhance and develop our service.

Jan Dennant and Liz Freeman are and Advisory Teachers of the Deaf and pre-school specialists with the Sensory & Communication Team at Harrow Council.

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Fitting systems

Catherine Statham and Hannah Cooper recount their experiences of introducing FM systems in the early years

In order to support the families of pre-school hearing-impaired children and review their progress we run joint clinics at the Royal Berkshire Hospital with input from health and education services. It became apparent that some of the young children we support might benefit from an FM system. Historically, in Berkshire, these were supplied by the local authority education service and children were given a body-worn system. The size of these systems compromised the benefits before nursery age, and rejection of body-worn FM systems has been well documented. For this reason, teachers of the hearing impaired often delayed giving these systems. Research in the USA has shown the benefits of children using FM systems outside formal educational settings from the age of one. With the advent of the Newborn Hearing Screening Programme in the UK hearing aid use has been established earlier for larger numbers of children. It is therefore more feasible to begin FM use in suitable environments soon after the habilitation programme has been established. Our objective was to investigate whether the management issues and outcomes would improve if we used ear level receivers for FM systems in this population.

The initial phase

The Royal Berkshire Hospital audiology budget supplied the equipment for the project. In the first phase we offered ear level FM receivers and a body-worn transmitter to the parents of five children aged one to three with moderate to profound bilateral sensorineural hearing loss. Information and training were provided for parents prior to receiving the system. Parents were asked to complete a log of activities and problems encountered in order to identify any management issues. The families selected had concerns that their children were having difficulty hearing speech in a variety of environments, for example in the back of the car and in the pushchair.

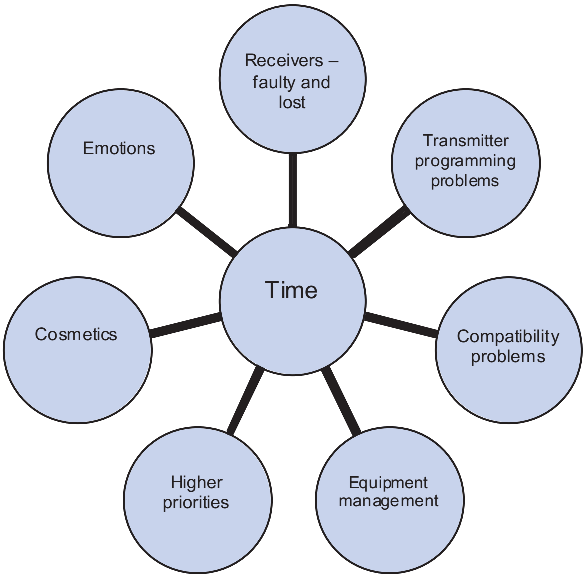
Each family was given an FM system and information pack (designed to be self-explanatory) by their ToDs who were all experienced in fitting FM systems to older children. For the first six weeks parents were asked to fill in a daily log detailing their observations and any management issues encountered. The packs contained:
((insert pic if possible))

- A Phonak Easylink or Campus transmitter with handbook
- Two Phonak MicroMLxS receivers
- Two audio shoes
- An NDCS booklet – an introductory guide to radio aids
- An FM listening evaluation for children questionnaire

A radio aid diary.

Initial findings

Equipment management was expected to be the largest problem but was found to be less important than the emotional issues raised. Initial difficulties with functioning, compatibility and maintenance of the equipment compounded the emotional reaction from both parents and children and meant that fitting took significantly longer than expected. The strength and variety of emotional reactions to the new equipment had not been anticipated. Rejection of body-worn FM systems has been documented but because of the discreet nature of the equipment used this was not expected. In this small study it was found that the families' initial reaction to diagnosis and hearing aid use was a predictor for success with the FM system. We found that there were many components impacting on the acceptance of the FM system as illustrated in the diagram.



Three out of the five families felt the FM system was beneficial in certain situations, increasing the children's involvement in activities. Nursery staff also reported that the children became more active participants. Two families eventually decided to defer participating in the study as they were beginning the process of cochlear implant assessment and wished to focus on this.

The initial problems placed pressure on teacher time that would otherwise have been devoted to important play and language sessions, frustrating both teachers and families. The compatibility problems that teachers experienced when trying to set up the FM systems meant that they had to work hard to repair the first impressions of the new equipment by giving constant reassurance and support to the families

Phase two

The positive responses from the families and nurseries of the three children who took part in this pilot study and research on the benefits of early introduction of an FM system justified expanding the project. We found that the emotional impact of introducing the system early has to be carefully managed. The challenges in setting up the equipment in the home negatively affected the initial experience for the parents and the children and therefore we now prepare all equipment in the clinic prior to fitting. This entails programming a spare set of hearing aids and balancing the system before the pack is given to the ToD to fit at home. This fosters confidence in all participants and alleviates frustration.

The project has now expanded to include 12 children. We have found that fitting FM systems has inspired parents and carers to redouble their efforts in the knowledge that they can be heard even when their child is in the pushchair or the back of the car. We have noted that the initial reaction to the equipment was indicative of how the system would be used.

The new Quality Standards recently published by the FM Working Party and the NDCS support the rationale and the initial findings of the project, highlighting the importance of joint working between health and education. Our joint goal is to give every hearing-impaired child the best possible access to language, communication, learning and social interaction.

In conclusion

Fitting FM systems to pre-school children has many potential benefits. It can improve the quality of family life and enhance access to speech for young children. Finding solutions to any problems experienced in providing FM to this age group is therefore paramount. We have learnt that minimising the emotional impact of introducing new equipment to parents who may still be adjusting to the consequences of the diagnosis and hearing aid fitting is important. We have found that setting up the equipment prior to visiting the families has been key to this and the significant improvement recognised in the families' reactions justified the time taken. We therefore recommend the careful introduction of FM systems into the habilitation of young children where this is supported by the family and by the ToD.

Acknowledgements

Thanks are due to Andy Phillips for commenting on an earlier version of this article and to Phonak UK for offering to support phase 3 of the project with Naida hearing aids with integrated FM which should solve many of the technical and compatibility issues.

Catherine Statham works for the Berkshire Sensory Consortium Service and Hannah Cooper is based in the Audiology Department at the Royal Berkshire NHS Foundation Trust, Reading.

	Positive factors	**Negative factors**
Phase 1	• Small equipment size • Some parents were able to identify specific situations where the FM system had transformed their communication with their child – 'the equipment transformed my life because I knew he could hear me even when he was in the pushchair and couldn't see me'	• Time spent by ToD • Difficulties with compatibility of equipment – transmitters and shoes • Emotional reactions from both children and parents • Higher priorities – three out of the five children subsequently received a cochlear implant and two of these families found this process all consuming
Phase 1	• FM was given to solve a perceived problem and this made a difference to acceptance • Experience from phase one enabled us to give more specific ideas to parents about when equipment would be useful	• Connection problems – shoes • Parental reaction to new equipment

Playing with the cards

Experimenting with the development cards Janice Bramhall in Somerset has come up with innovative and fun ways of personalising the information

In Somerset we use fridge/development cards as part of the Monitoring Protocol for Deaf Babies and Children. We give them to families and nursery settings in order to provide suggestions and ideas for supporting a particular child's development. The cards are divided into three of the areas of the Monitoring Protocol – Listening, Attending and Vocalisation, Communication and Play – and provide advice at each of the baby stages in each area (they are available free of charge in England from www.earlysupport.org.uk)

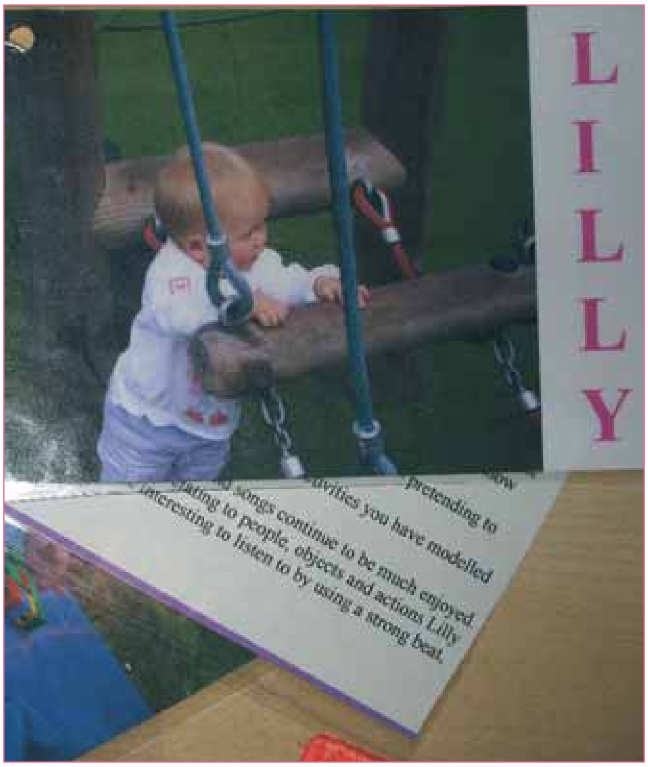
We felt that the information contained on the cards was really useful for parents and carers and we were keen use them to their full potential, so we decided to personalise them and make them child- and family-specific.

In the first instance we arranged for our secretary to type all the information contained on the cards into a Word format so that Teachers of the Deaf could take the points from each section that were relevant to the family at that time and put them onto a single A4 sheet of paper. We also decided to personalise these for the families by deleting references to 'your baby' and adding the child's name as well as adding photos of their children to the sheets. They were laminated to put on fridges, make into mouse mats and cards that could be viewed at a glance for extended family members and nurseries.
We have found this to be a very successful approach – matching what we offer to what families need is in line with the message of Early Support.

It also allows us to 'mix and match' ie take Communication B5 and Attending Listening and Vocalisation B3. Parents respond so positively to this form of presentation, especially as it contains the photos of their own children.

Photo books

We have also used 7" x 5" laminate sheets to laminate photos of the children and on the back of each photo added some of the points from the fridge cards. We then collected several of these photos together to make a little book, punched a hole in the top left-hand corner and used a keyring to hold them all together so that parents can put the photo books in handbags, changing bags and share them with other people such as grandparents and nursery staff. Families have found these particularly useful and have made comments such as, '*I really like those books you give us because I can put them in my handbag and show them to everyone who looks after my child.*'



We have also used photos of the children, added a background and then included one or two of the most pertinent points from the fridge cards in a text box. We have made these into A4 laminated placemats for children to use at mealtimes.

Our most recent idea is to put photos onto a slide show (see www.smilebox.com for some useful information) and add points from the fridge cards to a text box. This can then be emailed to those parents who have access to computers. The above background comes from this website and has music to accompany it entitled 'Froggie Frolics'. It will allow you to add six to eight photos and two to three points from the cards, thus personalising them for the child.

Once you get started the ideas are endless and these methods have helped us to offer different ways of providing information for individual settings and different families.

Janice Bramhall is the Team Leader of the Hearing Support Team in Somerset

Go west

Angela Devine and Harriet Nott outline Early Support services in Cornwall

Cornwall is a long, meandering county and unless you are on the A30 before the visitors leave their B&Bs it can be a challenge in terms of 'getting families together'.

We have three Teachers of the Deaf with additional training in early years through the Birmingham University course, and the training has been cascaded to a further four teachers who now work with pre-school children.

During initial visits, families are introduced to the Early Support package in line with other children with disabilities in Cornwall, so Team Around the Child meetings are organised at the families' request and the Monitoring Protocol forms the foundation of our six-monthly reports.

Two early years teaching assistants work with families/carers to provide support, for example on establishing a routine with hearing aids in the home.

At present we hold a monthly get-together for families in the west of Cornwall where there is currently a nucleus of children. Families travel from up to a 30-mile radius but we are aware that we still need to reach those living in more isolated regions of the county.

We are also aware that it has been difficult to find parents who can commit to regular attendance at the Cornwall CHSWG (Children's Hearing Services Working Group) meetings so the families who come along have decided to rotate the role and feed back information to one another when they meet.

Our aim is to vary the content and the organisation of the sessions so that we hope there will be something to appeal to every family's taste. In addition, there are books and DVDs that families can borrow and a hearing aid test box and earmould impression kit at the ready.

Grandparents, siblings, neighbours and children's friends are all welcome. Many different visitors drop in, and families can talk in a relaxed, informal setting while their children play. During the coming months there will be visits from audiologists, parents of older deaf children, deaf adults, an NDCS family support worker, SENCOs, speech and language therapists, a technical officer for the hearing-impaired and social workers for the deaf.

Most sessions are very informal but sometimes they are more focused, with an invited speaker leading a discussion or an activity. For example, we recently had a series of sessions which each concentrated on a different aspect of play. We try to respond to parents' requests and, following several comments on the parents' annual feedback questionnaires in June 2008, the theme of our next meeting is earmoulds. We will be joined by a representative from Starkey and an audiologist.

Even when parents have attended because of specific content it is overwhelmingly the tips, advice and support that they offer one another which they say provide the greatest benefit. Email addresses and telephone numbers are often exchanged. Some of the parental comments from annual questionnaires about the parent groups include:

'Informative and enjoyable, these are fabulous and beneficial to the children. It's also nice to be able to meet other parents and know that you are not alone with your problems and your child's hearing loss.'

'Interesting talks, informative and a great confidence-giver for both parents and children.'

'It has been really useful with helping us to accept the deafness.'

Angela Devine and Harriet Nott are Teachers of the Deaf working in Cornwall.

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Aiming high

The Government's plan for improving services for disabled children is in place and the funding is there. Amanda Allard explains how the money will be spent

Aiming High for Disabled Children is the Government's transformation programme for disabled children's services in England. It sets out both a vision and a programme for changes and key improvements that the Government wants to see developing and continuing in services and support for disabled children and their families. Jointly led by the Department for Children, Schools and Families (DCSF) and the Department of Health (DH), the programme is for all disabled children, including those with sensory impairments. While the main delivery drivers for the programme sit within children's health and social care, the involvement of schools and early years settings will be vital to its success.

The programme has funding of £430 million from the DCSF for 2008–11. This is supported by significant additional funding from the DH which has been allocated to primary care trusts. The DCSF funding is split into the following streams:

- Short breaks – £379 million
- Childcare – £35 million
- Transition Support Programme – £19 million
- Parent forums – £5 million.

Short breaks

The money is designed to bring about a service transformation, ensuring that families can get reliable and regular access to short breaks. Importantly, the emphasis is also on ensuring that children with the greatest need are not denied a service because of the challenges posed by their disability. Many local areas are using extended school services to help them deliver on their short breaks transformation.

Childcare

This funding aims are to address the concerns of parents of disabled children who often struggle to find suitable childcare, are less likely to be in work and whose children are consequently more likely to live in a poor household. There are ten pilot areas and these could be replicated across the country if successful.

Transition Support Programme (TSP)

This funding stream aims to ensure that there is better co-ordination of services for disabled young people in transition to adult life, and that young people and families can access the information they need when they need it.

The TSP will seek to raise the standards of transition support and provision and achieve greater consistency in all local areas. The programme consists of two main elements:

The national transition support team, which will co-ordinate the work with local authorities, PCTs and regional advisers and existing experts

Support for change at local level through a combination of direct grants and regional adviser activity.

Parent forums

These will provide more opportunities for parents to shape the services their families receive in every area. From 2008–10 £3 million will be available through a programme of grants and support from Together for Disabled Children, which is a coalition between Serco and Contact a Family, to help groups develop parent participation activities in each local authority area across England.

These separate elements and the finances accompanying them are critical drivers for change. However, what underpins them and should maximise their impact, are the measures the Government is introducing to try and make the system work better for disabled children, young people and their families. Key to this is the Core Offer and the disabled children's national indicator.

Core Offer

The Core Offer for the first time clearly sets expectations as to how disabled children and their families will be informed and involved as their needs are assessed and services delivered. It is linked to the local government performance framework and is made up of the following elements:

- Information – appropriate information at every stage.
- Transparency – published eligibility criteria for services.
- Participation – in the planning, commissioning and delivery of services.
- Assessment – integrated assessments across agencies.
- Feedback – clear and published complaints procedures.

The Core Offer, and in particular the requirement on local authorities to publish eligibility criteria, has real potential to help transform services,
as it will give families the information they need to push for change locally.

Lasting impressions

When a Nigerian headteacher visited Mary Hare School it was an opportunity to exchange experiences of deaf education and form an enduring bond between the two schools

Victoria (Vik) Adesina, Headteacher of the Demonstration School for Deaf Children in Kaduna, Nigeria, has just completed a visit to Mary Hare School in Newbury as a result of a professional fellowship scheme run by the Commonwealth Scholarship Commission. The Commission selects and grants fellowships to allow professionals from developing countries to spend time with organisations in the UK which are similar to those of their home country.

During her four-month stay, Vik lived on campus and took the opportunity to 'shadow' staff and join lessons, observing the teaching methods used at both primary and secondary school. She was hugely impressed by the ethos of Mary Hare and the achievement of its pupils. She even managed to extend her stay so that she could watch the renowned end of term Christmas show, which parents enjoyed in Arlington Arts Centre!

Out of the classroom, Vik was happy to socialise with pupils at mealtimes, during 'prep', in the playground and after school. This was always a two-way exchange, with groups of children gathered round asking questions about life in Nigeria and how her school differed from theirs. It was a true learning experience for everyone involved. Mary Hare students have appreciated the opportunity to talk to someone with different cultural experiences, which have broadened their views in many ways. There are now plans for a number of pupils to keep in touch with the Demonstration School, so that the relationship can develop.

Vik was full of praise for the whole experience, 'To me, Mary Hare has conquered deafness – before my visit, I never imagined that a profoundly deaf child could be taught to listen and speak, but I was watching deaf students sing and perform music live! I was completely overwhelmed by the technology and resources and it blew my mind to see deaf children being taught orally, without the use of sign language!

'I sincerely appreciate the fact that the entire Mary Hare community welcomed me into the school and gave me the chance to learn and to plan what I could do on my return to Nigeria. Their teaching methods have inspired me to develop new strategies – things that you might take for granted; hands-on activities to reinforce what students are learning, individual follow-up of student progress where the less able are identified, so that they can catch up with the rest of the group; homework to reinforce classroom learning and sharing ideas among students during lesson time to help them become self-motivated.'

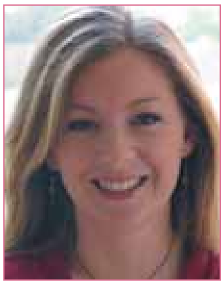
The vision of the Demonstration School in Nigeria is to ensure that deaf children are recognised as individuals and are educated and given life skills that will enable them to become self-reliant. About 90% of the children do not have any proper medical records, so it is often difficult to assess their deafness and support their needs. For the minority who have had their hearing tested, their parents are often unable to afford the cost of hearing aids and other resources that could help in their education.

Mary Hare is continuing to do all it can to support Vik in her work. Assistant Principal Brian Lee comments, 'There is no doubt that Vik and her staff work very hard in keeping the school open in Nigeria, but the paucity of funding is making this increasingly difficult, let alone planning any major development work. During her time at Mary Hare, everyone was impressed with her passion for improving the life chances of deaf children in her country.'

Supporting the Demonstration School

Mary Hare can accept donations on behalf of the Demonstration School in Kaduna, Nigeria. Help with equipment is also needed – everything from supplies of crayons and toys to printers and computers. For further information on exactly what is needed, or to find out how you or your school can help, please contact Anne Munby at Mary Hare on 01635 244204 or a.munby@maryhare.org.uk.

The Demonstration School is supported by VSO (Voluntary Service Overseas) and is always keen to welcome new volunteers through this programme. Volunteers can help in a variety of ways such as teaching and mentoring, and by simply sharing and developing life skills to enable students to gain confidence and hope for the future. For more information, visit www.vso.org.uk



Lights, camera, action!

Andi Jepson and Cathy Bentley guide us through the process of producing an effective and accessible video project with BSL and subtitles

A successful video communicates a message about an organisation, about an idea, about people. It educates and informs the audience, changing attitudes and provoking an emotional response. It is most effective when its message is clear, and delivered with an appreciation of the attitudes and needs of the audience. Producing a video project can be enormously rewarding – it is a lasting document of your work and your ideas, and the resulting programme can be seen by many and make a real difference.

From the outset, it is important to be clear *why* you want to make a film. This will help you to:

- **focus** the project and have a clear goal. Keep this goal in mind further down the line when some of the practical and logistical issues start to dominate thinking and energy
- **articulate** a rationale for the project with other partners, funders and interested parties
- **link** the project to clear benefits for participants and audience.

If your rationale is ‘it would be a fun and interesting thing to do’ then be aware that producing a successful video project will be time consuming, and will require focus and commitment from you.

Getting off the ground

Before you get a professional production company involved there are a few important things to consider:

- A professional video project is unlikely to come about without additional external resources being identified to pay for the time and expertise of the project manager and professional video producers. Funding streams are always changing; opportunities for funding can be found from charities, local authorities, and regional film agencies. A professional production company will be able to advise on accessing current funding.
- A video project takes time and commitment from you as well as the production company, and this should be identified and budgeted for in the planning stage.
- Build in sufficient planning, review and evaluation time for the production company.

- Budget management time for the production company/you to organise all the extra arrangements – like interviews, case studies, locations and so on.
- Permissions for filming will need to be sought from participants and locations.
- Professional video crew work on a daily rate – it is more cost effective to have whole day shoots rather than just film a single lesson or interview.
- There will be equipment hire and other resource costs – including the hire of a studio for certain styles of programmes.
- Transport costs need to be considered if you are filming off site.
- There may be internal school/department costs which will need to be budgeted for.
- After the filming has finished, the programme will need editing – the quality of the final film is often dependent on the amount of editing time that is available.
- Reproduction costs – costs for producing copies of the DVD should be agreed at the start of the project and should be competitive.
- Build in a 10% contingency – it will be used.

Tender

The next stage is inviting professional companies to tender. Select three or four companies, and no more. Look for experience producing accessible DVDs, working in schools, and with children with special educational needs. Call each company and ask to talk to one of the directors there. Producing a successful video is a team effort and you need to be able to work closely with the production company.

Look for a company who has a good track record in producing creative and effective projects – and look for where they will add value to your ideas.

Once you have some contacts, draw up a tender document that simply outlines:

- who you are
- what you want to do
- why you want to do it
- the aims of the project and what you hope the outcome will be
- who is funding the project (and any of their conditions)
- when you want to undertake the project
- the budget
- details of the application process – the date the application of interest needs to be in by, the date the chosen production company will be notified by, the date for short listed companies to come in for interviews and so on.

Ask production companies to send a show reel (a DVD with examples of their work), references, CVs for the project manager and director on your project, evidence of CRB checks, liability insurance (which is a legal requirement for a Limited company, but not for a sole trader) and proof of past performance.

Try to leave two months between the tender process and the start of the project – good production companies are often busy on a number of projects.

After you have made your selection, you'll need a contract meeting with the production company to agree aims, objectives, outcomes, responsibilities, timescales and fees. Example contracts are available from regional film agencies which can be found with a quick web search.

Making the movie

The *why, what* and *who* should now be clear – and the process can move on to the *how*.

The production process fits into three stages; your chosen production company will be able to give more detail on each element.

Stage 1 Pre-production – the preparation for filming, including scripting, storyboarding, organisation of interviewees, locations and logistics.

Stage 2 Filming – the most exciting, and also the most stressful part of the process. Your chosen production company will provide detailed filming schedules but be prepared for long days. What you see on a finished TV programme is always only a fraction of what has been filmed

Stage 3 Post-production – editing, creating graphics, designing the DVD and adding accessibility features including language versions, subtitling and BSL.

It is important that the final content of the programme is signed off and approved before translation, subtitling and BSL begins. You should ask for a paper version of the subtitles before they are put onto the programme, to check them.

And finally

Our top tips for an effective video project:

- Keep it short – think about how much information is in a 30-second TV advert, then think, 'Does my video really need to be 30 minutes long?' People won't be watching your video as entertainment, so keep them interested.
- Always keep your audience in mind – the programme is for them, not for you. You may use acronyms and technical terms every day, but will your audience understand?
- Don't go into minute detail – video provides an excellent overview of a subject. It is not so good at giving detailed technical instructions. Consider printed material to accompany the programme; DVD is a great format which can include printable documents, teacher's notes and resources on the disc itself. Or consider using the video as part of a training session delivered by a facilitator.
- Make it accessible – set the DVD to have subtitles and BSL 'locked on' so that if the programme is being watched at home and the DVD player is set to not show subtitles, the disc overrides the setting, meaning everyone is able to watch and understand the programme.
- Enjoy the experience – producing a professional video can be hugely rewarding – a well-produced film can have a real emotional effect on the audience, and tell your story in a unique and interesting way.

Andi and Cathy work at iceni®. The company has received recognition for creative, effective and inclusive film and video projects from the Royal Television Society, the International Visual Communication Association, the US International Film and Video Festival, and the New York Festival. iceni's recent projects include Communication Matters *and* Including Children with Hearing Impairment in Mainstream Schools. *Both projects have been reviewed in BATOD Magazine.*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Mary Hare
TRAINING SERVICES

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FEBRUARY / MARCH 2009

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Promoting Deaf Children's Access to the Science Curriculum

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Audiology & Childhood Hearing Loss:For Health Visitors and Social Care Professionals

Supporting English in the Secondary Aged Child

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APRIL / MAY 2009

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Critical Self Review: Self Evaluation for Schools with Units/Resource Bases, within the OFSTED framework

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ACE: Using the Assessment of Comprehension and Expression with Deaf Children

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Mary Hare
TRAINING SERVICES

Let Us Listen!

Pauline Hughes is keen to get across the message that deaf children need good opportunities to learn through listening

Are you aware that in May 2008, Lord Adonis allocated £800,000 from the DCSF to fund sign support in mainstream schools? The press release 'New help for children with visual and hearing impairments' promised a new drive to improve the experience in school of children who use BSL. The Now We're Talking consortium wrote to Lord Adonis, expressing our pleasure at seeing such recognition of deaf pupils' support needs, but pointing out that the great majority of deaf children learn through listening and speech. This does not mean that auditory-oral children, or those using total communication approaches, have lesser support needs than those using BSL. They do, however, constitute around 90% of the population of deaf children and young people.

As such, Now We're Talking is actively campaigning for proportionate funding to provide good listening environments, appropriate technology, and training for mainstream school staff in best practice. One of the ways we hope to bring the matter to the attention of the Minister for Schools Sarah McCarthy-Fry and Children's Minister Beverley Hughes is a postcard campaign, to be sent by professionals and families and the children and young people themselves.

We are also encouraging schools and services to have 'Let Us Listen!' as their theme for Deaf Awareness Week in 2009. With the benefits of neonatal identification of deafness, early fitting of DSP hearing aids, and/or cochlear implants, deaf children can access sound as never before. We all know, of course, that there's so much more to it than that, and we invite your support in getting the 'Let Us Listen!' message over to the DCSF, and the wider public.

Please contact me with ideas and comments on paulineh@ewing-foundation.org.uk.

Pauline Hughes is the Administrator of 'Now We're Talking', and CEO of the Ewing Foundation.

Thank you to:

Alan Davies and his team at THRASS UK for creating the Cued Speech version of the Phoneme Machine software which will be available to all teachers and parents free of charge. Details at: www.thrass.co.uk/cuedspeech.htm.

Research and case studies tell us that deaf children brought up with Cued Speech can learn to read using the same phonetic techniques as hearing children. The Phoneme Machine will give – for the first time ever – a fully accessible classroom-based resource for deaf children. Combined with Cued Speech use it has the potential to transform the way that deaf children learn to read.

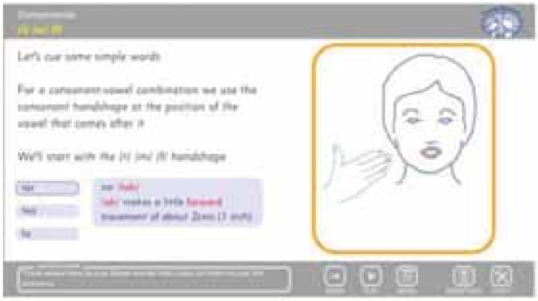
Stop press:

800,000 teachers will receive the software on a memory stick in early 2009 through the www.memory4teachers.co.uk ICT initiative.

and to:

Andy Houghton who created the Cued Speech Association UK's e-learning website (www.learntocue.co.uk) entirely voluntarily.

Now parents and teachers can learn Cued Speech more easily with this easy to use and fun website. Some face-to-face tuition is still recommended; contact Kim for information about courses: kim@cuedspeech.co.uk



Thanks from Anne Worsfold Executive Director of Cued Speech Association UK, on behalf of deaf children, families, and teachers.
Contact: 01803 83 27 84 or info@cuedspeech.co.uk Web: www.cuedspeech.co.uk Charity no. 279523

The Phoneme Machine

Free software from THRASS aims to help deaf children's understanding of synthetic phonics, as Chris Griffiths reveals

It is now possible to use synthetic phonics to teach deaf children through a new Cued Speech version of the groundbreaking THRASS (Teaching Handwriting, Reading And Spelling Skills) *Phoneme Machine* software.

The THRASS *Phoneme Machine*, which uses moving human lips to pronounce the sounds in hundreds of frequently used English words, is a key component of the THRASS programme pioneered by British educational psychologist Alan Davies. It is an excellent resource for parents and teachers for learning about, and also teaching, the fundamental building blocks of English in an entertaining and fun way.

The value of the *Phoneme Machine* was recognised in the September 2007 edition of *Independent Talking Points*, the magazine of the Association of Speech and Language Therapists in Independent Practice in which Catherine Redmayne, the editor, wrote, 'I would have paid just for some bits of this program. Considering the whole thing was free to download, it was a wonderful offering from THRASS.'

This latest version of the *Phoneme Machine*, version V6-CS, follows a request from the Cued Speech Association UK to include a Cued Speech option, and is being developed by THRASS UK as part of its Corporate Social Responsibility Programme, which aims to improve the quality of life for the local community and society at large.

In Cued Speech, each sound has a visual representation. These sound-based units give deaf children access to spoken and written English. Cued Speech uses lip-reading and eight hand shapes in four different positions near the mouth to represent the 44 sounds of English. The combination of the hand shape, the hand position and the lip shape makes every sound of spoken language clear, so that 96% of spoken language can be lip-read accurately.

In version V6-CS, the shapes, positions and movements of the hands will be displayed alongside moving human lips, with the cueing for each of the 500 base words of English demonstrated in a video box.

Cued Speech can clarify spoken language wherever it is used at home and in school and it is uniquely helpful with literacy. A wide body of international research shows that profoundly deaf children who have had constant access to Cued Speech achieve literacy levels equivalent to hearing children of the same age. They are able to read by applying their particular knowledge of phonemes, even if they have not heard them, to written language. There is much evidence that this phonological awareness is crucial to reading success, and deaf children who are not aware of the sounds of spoken language cannot learn to read in this way.

The Cued Speech Association UK is confident that this software is going to change the lives of many deaf children, their parents, relatives and friends, and their teachers by helping deaf children to learn English and to understand and use synthetic phonics. The software will help people to learn and practise their Cued Speech skills, resulting in more deaf children achieving literacy levels equivalent to hearing children. It perfectly complements its existing free e-learning provision.

Staff from the Cued Speech Association UK and Exeter Royal Academy for Deaf Education have been involved in the development of the software. Everyone is looking forward to using this version and to seeing the progress made by children from using the Cued Speech functions, both in the UK and other countries.

Deaf children brought up with Cued Speech use phonics strategies when they learn to read just as hearing children do, so that they can 'sound out' words they do not know, and also work out how to spell new words that they have seen cued. Version V6-CS will now make it possible for deaf children to work independently, both in school and at home, on the sounds and spelling choices in English words.

Version V6-CS is available as a free download from the THRASS website within the territory that THRASS UK is licensed to serve, but the plan is to make the software accessible to as many children as possible. Alan Davies and Anne Worsfold are seeking a meeting with Ed Balls, Secretary of State for Children, Schools and Families, to demonstrate the new software and to request that each local authority appoints at least one 'Cued Speech Champion', who will work with all health centres, nurseries and schools to ensure that deaf children are not forgotten in the Government's Every Child A Talker programme – a

The stork and the gooseberry bush?

Sarah Suter, Wendy McCracken and Dr Rachel Calam provide an update on their research into sex and relationships education for deaf children

Teaching children about sex and relationships education (SRE) is a difficult task. There are many different opinions about this subject among parents and professionals. Some call for statutory school SRE from early age, arguing that it is never too early to learn about safety and healthy friendships; others maintain that children need to learn about SRE at different ages because of different maturities and personalities. Many worry that teaching children about SRE when they are not ready results in confusion or inappropriate behaviour.

SRE for deaf children and teenagers

Deaf children are no different from hearing children when it comes to learning about sexuality. They have a natural curiosity about sexual issues and they need to develop a healthy attitude about themselves and their bodies.

We know that hearing children learn a lot about growing up by listening to adults/peers talking and that many deaf children don't overhear and may miss out on information. We know that deaf children depend on highly visual, unambiguous information, imaginative games and role plays, and that they may need extra help in understanding the meaning of certain sexuality concepts.

What we don't have a lot of information on are the views of parents with a deaf child in respect of SRE, the actual sexuality knowledge of deaf children, the challenges professionals face in the area of SRE and, especially, the views of young deaf people on their own SRE.

This lack of knowledge means that we can only guess whether the specific needs of deaf children are met. But guessing is not good enough. Children who don't develop a good understanding of sexuality and relationships are placed at a heightened level of vulnerability.

Our research

For the past year we have worked hard at the University of Manchester to develop studies that address this knowledge gap. In January 2008 we started with our survey to discover parents' views on sex and relationships education for their deaf child. We have encountered many barriers in recruiting parents through schools but have also made good progress. There was and still is much resistance from mainstream schools; however, the positive feedback we got from many parents from different communities tells us that parents want to be engaged in this topic.

Help us to make it happen

Our research is not possible without you. Help us to protect and empower deaf children by getting involved in one of our studies or by telling others about our research. Our four study areas are:

- What do parents think about SRE? (Print or e-survey or interviews for parents with a child aged between 4–14 years.)
- How much do Year 6 pupils know about growing up? (Deaf- and child-friendly questionnaire based on the Healthy School Curriculum.)

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CAPITA
EDUCATION RESOURCING

Conference preview

Siobhán Laoide-Kemp looks ahead to a major international conference celebrating 90 years of deaf education

Teachers of the Deaf encounter many challenges in meeting the diverse needs of deaf children today. In order to celebrate all that has been achieved by the profession, by deaf children and deaf people, Manchester University, the home of the first university course for ToDs, is organising an international conference on 12–13 June at the Manchester Conference Centre. This conference, entitled Deaf Education Fit for the Future: Innovation, Research and Practice, marks the culmination of 90 years of training in this specialist profession.

ToDs in England, Ireland (Northern Ireland and the Republic of Ireland), Scotland and Wales have seen significant developments in educational provision, in technology and in the understanding of language and communication. There has been a significant increase in the number and diversity of the agencies with which we work. It would have been hard to imagine 20 years ago that fully integrated FM, digital amplification, bone anchored hearing aids and cochlear implants would all demand our attention. Similarly, in many countries where there is a Newborn Hearing Screening Programme 'early' detection of hearing loss really means in the first *months* of life rather than in the early *years* of life.

In recent years UK practitioners have made significant efforts to develop sign bilingual approaches. The final recognition of BSL as a national language in 2003, however, challenged many professionals and marked significant developments in the areas of assessment, training, materials and curricular development. Consequently all trainee ToDs in the UK now have to acquire a minimum qualification in sign language.

Developments such as these are set, in each country, within a rapidly changing educational system where inclusion may sometimes be seen as a place, rather than a concept that includes social, cognitive and linguistic aspects. Many issues continue to challenge us, such as the importance of teaching assistants, the necessity for delivering INSET to mainstream teachers, resource base teachers, learning support teachers and special needs assistants. Other issues such as the effectiveness of working within a multi-disciplinary team and ensuring that families can make informed choices raise challenges for us all. New populations or new labels also need to be addressed – for example, are diverse cultural needs being met? Do children with auditory neuropathy spectrum disorder have access to appropriate services?

Teachers of the Deaf in the 21st Century play a pivotal and exciting role. Many ToDs in Ireland, Scotland, Wales and England have developed innovative practice. We all know that it is not always easy to share this. There are so many teachers in these countries who have practical approaches that have been developed to meet very specific challenges. Research in many of these countries is similarly continuing to develop new understandings of deaf education, families and deaf children. This conference in Manchester gives all ToDs the opportunity to see best practice in action across all areas. All the topics included in the programme will be relevant to ToDs no matter which country they come from or in which educational setting they work. This is your chance to meet co-professionals, hear what is happening, exchange ideas and practice, and access international research in the field. This is a unique opportunity to showcase your work or to explore what others are doing in the field. It promises to be thought-provoking and fun.

So who are the keynotes? Arthur Boothroyd (remember the AB word list?), Connie Meyer and Todd Ricketts will all be presenting. There are four key themes: developing and supporting literacy and numeracy, promoting positive mental health, FM technology and positive use of technology (for example, of sign avatars, electronic note-taking or use of Soundfield). This is an exciting opportunity so why not find out more? Why not consider presenting a paper or poster presentation? Advice is available from the steering committee. For more information go to www.venueandhotelservices.com/

We hope to see you there!

Siobhán Laoide-Kemp is a visiting teacher of HI children in Ireland and a member of BATOD Steering Group.

BATOD North

20 November 2008

Afternoon meeting and AGM
12.30 - 16.30

Chuter Ede, South Shields
NE34 9UG

Further details and registration form linked to the calendar on www.BATOD.org.uk

Testing the box

A few tips on using the test box from BATOD's Audiology Committee

In using the test box we are looking for:

- a baseline record of the way in which the hearing aid has been set up and how it should function
- And subsequently:

an indication of malfunction.

Judgement needs to be exercised; interpreting the results will improve with experience. Here are some guidelines as to what to look for:

- A significant alteration in the general shape of the Frequency Response Curve (FRC).
- A drop in gain in some frequency bands, for example a 'spiky' response.
- An overall significant drop in gain.

Why use a test box?
This will *always* be complementary to a subjective listening check using a stetoclip which will detect:

- intermittent problems
- potential problems arising, for example, from damage to the casing
- problems with the ear mould.

However, it is unlikely that a drop in gain of 5dB would be detectable; yet such a drop could mean that a child is not getting adequate/good access to the speech signal.

So, use of a test box is essential to:

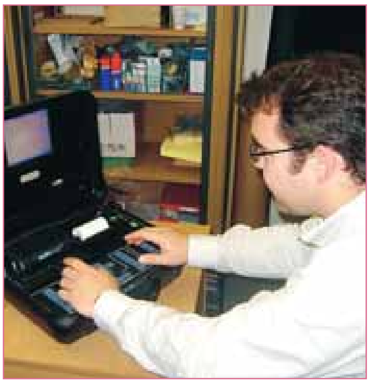
- confirm that the hearing aid is performing as intended – by checking the frequency response at 50/65/80dB
- set up FM systems with hearing aids to ensure that there is a suitable advantage for the FM system/signal.

When should we use the test box?

- See FM Quality Standards.
- Needs to be more regular for young children/immature listeners.
- Needs to be embedded into a system that enables a growing understanding of own hearing loss and self-management. From a young age children and young people should be involved in assessing hearing aid function along with adults.

How to undertake an electro-acoustic review of a hearing aid?
Remember to put in a new battery before testing and allow a few seconds' 'breathing time' before testing.

- Select a digital speech signal.
- Select gain.
- Obtain a Frequency Response Curve at 50/65/80dB (signal input level).



Remember that a pure tone is needed to check harmonic distortion and, as this is an unsuitable signal to test DSP hearing aids with, harmonic distortion should be monitored through the listening check rather than on the test box.

To set up an FM system with a hearing aid, see the guidance in the FM Quality Standards available to download from the NDCS website.

Further information can be obtained from manufacturers; additional support can be found on the Ewing Foundation website (www.ewing-foundation.org.uk).

Topical tips

- Ear level FM receivers are *not* 'fit and go'; check the FRC through the FM system against the hearing aid only FRC and if it is not a match, then adjust using system or software procedure.
- Since all UK FM systems operate within set parameters, it is usually acceptable to 'mix and match' transmitters and receivers from different manufacturers. *However*, a note of caution: there may be unexpected differences in the response and the child's listening experience *may* change. Also, the 'clean' operating range (ie interference free) between transmitter and receiver may be limited.

‘It’s complicated…’

As she moves on to new challenges, Angela Ellis looks back at her experiences of life as a ToD at St John’s School in Boston Spa

It’s complicated…‘ is my stock answer to the question: ‘What do you do?’ or ‘Where do you work?’ To strangers, I need to explain first that I’m a Teacher of the Deaf working for a special school (St John’s, Boston Spa) – but then that I’m actually not there very much because our over-16s spend much of their time accessing courses in mainstream colleges and I co-ordinate the support service there.

To give more detail – our students are primarily school pupils. They have a whole range of timetabled lessons in school, often in twilight sessions at the end of the school day. They then attend local FE colleges to access a vocational or academic course. They receive on-course support from trained notetakers and additional support from Teachers of the Deaf.

By the time this article is published, I will have moved on to a different post. So, when I was asked to write this, it seemed a good time to reflect on how the role of a Teacher of the Deaf has developed in this complicated setting and on what has made it successful, rewarding, exhilarating, challenging and – yes – incredibly complicated!

A key factor has been getting the people right. Teachers of the Deaf are very used to having to facilitate access to the entire curriculum. I’m fortunate in having the backing of a team of subject specialist ToDs who can step into a tutorial role when the subject is beyond my expertise and capability.

We average about 15 students a year – this means a CACDP trained notetaker team of around ten staff. They all have at least level 3 academic qualifications and many have degrees. With this scale, we can recruit to match student need and so can give students support staff who have knowledge or expertise in their subject – from Advanced ICT to NVQ Catering. Having a well-qualified team brings other rewards. The more experienced have taken on additional responsibilities which have benefitted students and which I simply would not have time to manage – for example, co-ordinating work experience placements and setting up a blog for each student so that all staff working with them can keep up to date with their progress.

ToDs are renowned for their flexibility and this has been tested as we’ve had to support students working a college day rather than a school one. Longer days are the norm – and for some individuals can be much longer! For example, the agricultural student has to do farm duties starting at 7am, the construction student has a work placement starting at 8am.

Some students, particularly those with additional needs, don’t fit easily into mainstream FE courses. For these students we have developed personalised learning programmes which combine elements of college, school and work-based learning. It’s worked – they have been very successful and made huge progress – but it is incredibly time consuming and very staff-intensive.

Flexibility also becomes essential in the ever-changing world of FE. Forget a school timetable which is written in June and then stays the same for the next academic year! We don’t know student timetables until September and changes are common – times, days, rooms. Mental flexibility for the ToD and the notetakers is also important. In this my final term in the job, my working week involves tasks ranging from supporting in farm practicals with the agriculture student, (looking very fetching in my steel toe-capped boots and blue overalls in the calf pens!) to taking notes on the episodic structure of Greek Theatre (National Diploma Performing Arts) to discussing key developments in 20th-century history with the National Diploma Media student, to making picture glossaries with the entry level student.

It all works – incredibly – because of a fantastic staff team of teachers and notetakers who are determined to make it work. It takes attention to detail at all times – one timetable change of even 15 minutes can have a knock-on effect on several staff members. Information, training and advice have to be given to everyone involved – with an average of 15 students on different courses in different colleges this can easily be over 100 tutors! And that’s before I start liaising with parents, residential care staff, audiologist, speech and language therapists, Connexions, local authorities and so on!

Doing all of this brings its own rewards. All our students complete their courses and achieve. Many have gone on to higher education – mainly via the National Diploma route, but some via A-levels. Others have gone on to further training or employment. They keep in touch and it’s great to be aware of their progress.

So – complicated? Definitely! But that’s life – and ultimately that’s what we are preparing students for.

Angela Ellis was the Post-16 Co-ordinator at St John's School for the Deaf in Boston Spa for over 15 years.

Working together to make it better

Paul Simpson gives voice to a number of criticisms of the NDCS publication Must Do Better

We have been approached by a number of members, several of whom are heads of service, expressing great concern about the recent campaign document produced by the NDCS entitled *Must Do Better*.

The principal purpose of this document is to highlight the gap between the attainments of deaf and hearing children in order to improve the situation. However, it is being used in ways for which it was not intended but which are having some very negative and damaging consequences.

Concerns about the document itself include the following:
Initially colleagues perceive it as an attack on the work of the educational services working with deaf children.

Instead of encouraging collaborative working between ToDs and the NDCS, which has been effective in many areas, it could potentially engender hostility. This is especially true through the title itself. Sadly a number of long-standing ToD members of NDCS have resigned from the NDCS in protest at the document and the way in which it has been used.

The DCSF has stated to university researchers that the data used in the Annex in the document drawn from the PLASC figures should only be used with prominent caveats. The data is not particularly reliable and becomes less so as it is narrowed down; the DCSF suggested that to draw conclusions about specific categories of need was particularly risky and should also be surrounded by caveats. There are no caveats in this *Must Do Better* document.

The document acknowledges that 39% of deaf children have some form of additional needs but the PLASC figures do not indicate this, further undermining the robustness of the figures.

There are real concerns about the accuracy of the figures as presented in this document. In Annex A, the quotation from the minister does not match the result in the table only centimetres below, thus throwing the whole series of data into question.

It assumes that most of the negative consequences are related to what happens at school. In this context it is worth remembering that the 'value added' judgements that are made on schools take account of a huge range of contextual factors including socio-economic, ethnic, additional needs and so on, before a conclusion is drawn about how effective professionals have been.

Given that, although the scores are not encouraging, they are a great improvement on the results Dr Steve Powers found in 1995/6, where only 18% of deaf children got five good GCSEs. There is no recognition of any recent progress in the document.

While the document does indeed highlight some positive aspects of provision for deaf children and makes some very constructive suggestions for improvement, the whole document has a highly negative flavour. While changing the names of the pupils and families it nevertheless retains the name of local authorities under criticism. No attempt has been made to ensure the accuracy of the information before going to print. For example, on page 8 there is a reference to a child in Oxford and the Oxfordshire service is thereby besmirched but has no opportunity to refute the statement and has no idea to which family reference is being made. The statement runs contrary to the well-known and highly regarded policy of that service.

The positive comments are, of course, welcome, in particular those concerned with support for families, improved teacher training and school acoustics.

There are no comments whatsoever from deaf children and young people –only some drawings by very young children which do not underline what deaf children think and can do.

Consequences

It is likely to be counterproductive. LAs could use this document as evidence to say that if services are not able to produce better results than this then there is no point in having them.

Parents, who already have a grievance with LAs or a particular service, will use the document as further evidence to support their views, even though it has nothing to do with an individual case. This has already been reported to us.

Elements of the press have already taken this raw information to produce sweeping statements, incorrectly extrapolating the regional data in Annex A to a specific authority within that region. This has also been reported to us and has been especially problematic in LAs where restructuring is under way, weakening the arguments of services to retain, for example, a county- or borough-wide service. The irony of this is that the NDCS has, in another part of the organisation, provided excellent documentation supporting the preservation of LA-wide services. The *Must Do Better* document in some ways neutralises the other supportive work being carried out.

Action

The document highlights the urgency of collecting reliable and robust data which both CRIDE (Consortium for Research in Deaf Education) and SESIP (South East Sensory Impairment Partnership) are currently exploring.

The focus of the NDCS campaign should have taken the more positive aspects – the improvements mentioned above – and, working with professionals and others to improve the education of deaf children could have led the way forward, rather than highlighting that deaf children are behind based on unreliable figures and providing the media with potentially damaging criticism.

There is much which NDCS and the profession can achieve through working together and it is hugely disappointing that the production of this document can only make this less likely. We need to ensure further constructive collaboration.

It would be more fruitful and effective to concentrate on good practice and try to disseminate that through publications and publicity. The RNID Good Practice Review of 1999 is a good model of collaborative practice.

Some individuals' comments:

- But what positive contribution is being made by the NDCS?
- There is an ambiguity in the use of language with phrases such as 'many do' or 'many don't'. This actually becomes meaningless.
- Continuous contradictions, for example on page 4 in the box 'What parents….'
- No account is taken of the effect of deafness on language. Delay can mean that the student gains the five A* to C a year or two later than their peers. Stats and schools do not allow for this in their exam results. The issue is the same with students who have EAL + deafness and other SEN students.
- Does not raise the issue of secondary students whose audiological needs are classed as secondary in relation to early years and primary. This is a health authority issue not education, though it greatly impacts on it.
- The parental response is based on 'over' 350 parents. What is the exact figure? This is a small sample considering the number of children and young people involved.
- Page 8 – What is meant by 'professional bias'?
- Page 9 – Only professional, positive input appears to be by NDCS!
- Page 10, again, use of 'many do' and 'many don't'. Not reliable data.
- What does the mother of Olivia want?
- Page 11 is comparing primary with secondary. For true comparison you need to compare like with like.
- Page 12 – there is more recent information on training and recruitment isn't there? Could be read that BATOD doesn't keep up-to-date figures.
- Reference to Ofsted when very few inspections, in a mainstream setting, are carried out by staff with knowledge of deafness, let alone SEN.
- Page 19 reads like an article written by a tabloid reporter – sensational but fictional, very destructive and not professional.
- Page 21 – statement regarding details of data in Wales sums up the whole foundation of this document – biased and unreliable data.
- It could be productive to build on this document through collaboration with BATOD and NDCS and possibly a health body… including SALT …to produce a follow-up document 'Working together to make it better!' showing a collaborative action plan.

There are also statements that are not really clear; for example, 'LAs to promote the use of home learning programmes for families of deaf children'. LAs do provide home support.

There are statements about ongoing work but no discussion about how these may contribute to the progress of all deaf children – for example, literacy will be taught using 'morphemes' rather than phonetics; this isn't the place for a full discussion of the place of phonics in learning to read but it's placed in this document and it is not at all clear what it adds to the argument. It says that curriculum initiatives shouldn't be introduced without an assessment of their suitability for deaf children – the Rose Review is clear that his recommendations aren't for those with sensory impairment and that schools should seek specialist advice – and the Government would respond that all teachers should make appropriate modifications for all pupils. It shows a lack of knowledge about the detail of these strategies. It would be helpful, before such statements are made, that there be a thorough understanding of what is already in place – and also that there isn't a 'one size fits all deaf children' solution, such as morphemes not phonics.

Paul Simpson is the Secretary of BATOD.

On with the campaign

Following criticism of the NDCS's Must Do Better publication, Brian Gale attempts to set the record straight

NDCS regrets that some members of BATOD felt upset about the content of our campaign report. The intention was not to criticise a professional group but to ensure that the needs of deaf children appear on the radar of politicians and highlight the barriers that prevent deaf children reaching their full potential. Indeed, in the introduction we mention the dedication of teachers.

Highlighting the attainment gap is crucial as we enter a tough period for the funding of public services where support for deaf children could be a soft area for cuts. At the national level we have raised the profile of deaf children. Forty-five MPs attended the campaign launch and 115 have signed an early day motion in support of its objectives. The written response from two government Ministers has been supportive.

The Secretary of State has made narrowing the attainment gap between children with SEN and all children a priority. We do not want deaf children omitted from this priority but closing the gap requires identifying and addressing the barriers to deaf children making progress.

Our report reflects the issues that parents, young people and ToDs have raised with us and the daily work of family officers and our Legal Casework Team where in the past year 90% of the cases are in favour of the parents at Tribunal.

I would like to address the specific points BATOD has raised.

Use of data
The data is from national governments which have verified the information in our report. The Government in Wales could not provide data. We incorporated all comments received from the DCSF on the way we presented the data.

The NDCS has been clear that the data is imperfect (see the caveats on page 20). Indeed, the need for better data is a campaign priority (see page 16).

Responsibility for the production of education data rests with central government and local authorities, not NDCS. We therefore hope local authorities will work with schools to ensure deaf children are properly recorded in the annual school census.
NDCS believes that it is better to publish this data, than not to. In England the Government is using the same data source as NDCS to measure progress towards its public service agreements on narrowing the attainment gap for children with SEN and will be publishing this by type of SEN in the near future.

Although imperfect, it is the best data available nationally. We believe it illustrates a real and pervasive problem – that deaf children are underachieving in comparison to their hearing peers. No evidence has been provided that suggests otherwise. NDCS would happily end its campaign if such evidence emerged. In light of the evidence available we would be abdicating our responsibility to deaf children and their families by not highlighting it.

Use of case studies
NDCS was wrong to include two case studies from the same local authority, for which we apologise. Case studies were selected to be representative of what families have told us, and not of particular local authorities. We accept that one comment from a parent may not provide an accurate description of the quality of a service and a local authority should not therefore be identified. However, NDCS, as a family-led organisation, does not censor what reasonable parents have told us.

Comments from deaf children and young people are contained in the report (see page 13). Involving children and young people will be a key element of NDCS work in the future. We have completed a large consultation with deaf children, where over 1,000 responded to the Change Your World survey. The support provided by BATOD members for this initiative was much appreciated.

We believe the pictures prepared by children in support of the campaign added value by demonstrating that they have the same ambitions as all other children.

We should also like to draw attention to number of positive comments included in the report.

Use of the report by third parties
With regard to the possibility of parents using the report to 'attack' services, we do not believe that a good service or school has anything to fear. It should be able to demonstrate how it is meeting the needs of deaf children in accordance with national standards. We encourage those services to use the report to show to parents how they are meeting its recommendations and delivering a high quality service. Local authorities can also look at the attainment of their children placed at School Action Plus or with statements where hearing impairment is the main type of need and compare this

with the national average. Taking an average over three years may help with the problem of small cohort sizes

NDCS cannot control how the media covers the campaign, as much as we would like to. However, media coverage is a means of bringing issues to the attention of national and local politicians in an environment where the needs of deaf children are drowned out by other priorities. LAs with good services can use media interest to their advantage. In poorly resourced areas, the media highlighting this issue would serve to help deaf children and the professionals who support them.

Phonics

I agree that the drafting of a sentence on page 11 may give the false impression that teaching literacy to deaf pupils either involves morphemes or phonics. This should have been picked up in the final edit. NDCS is financially supporting the work of Oxford University with hearing support services on an approach that does help develop an understanding of morphemes. We are also working to ensure the National Strategy initiative Letters and Sounds, with its emphasis on phonics, is accessible to deaf children

BATOD has raised the point that the Rose Review was not intended to cover children with sensory impairment. This illustrates the very point on we wish to campaign. Governments often launch major initiatives forgetting that under their disability equality duties the starting point must be to ask how can it be accessed by *all* children. It should not develop strategies for the majority leaving the minority of children who are different as an afterthought.

Language

Some members of BATOD feel that we have not taken account of the language difficulties experienced by deaf children that may delay the age at which they achieve GCSEs. We accept that the gap in language development in Year 1 is reflected in the attainment gap in Year 11. However, newborn screening enables the early identification of many deaf children, and access to cochlear implants in early years will reduce this language deficit for many. The campaign target to close the gap by 2022 reflects the impact of early identification. NDCS does not believe that the education system should perpetuate differences in language development between hearing and deaf children from the time they start school. It should work to eliminate the differences and reduce the disadvantage over the child’s statutory school schooling.

Working with professionals

The report does emphasise the important role of professionals. On page 1 we refer to the dedication of professionals. Page 2 says that teachers and specialist staff are not getting the resources they need from local authorities to be able to support deaf children. Page 4 sets out how many parents are satisfied with the provision. Throughout the report, there are more such references.

We want to work with professionals to ensure that they have the necessary support and resources. We encourage services to use the report to call for more investment so that all deaf children fulfil their potential and achieve as well as their hearing peers.

It is an obvious point, but the report is a *campaign* document. It needs to take an urgent tone to galvanise political support for deaf children and ensure change happens.

Already the report has led to a range of positive discussions with the four national governments and agencies about how to improve outcomes for deaf children. We believe that our campaign report has focused a spotlight on this issue and created an environment which, in time, will lead to real and positive outcomes that will benefit deaf children.

On the key page 3 we summarise 12 key recommendations. We have not received comments to suggest that these recommendations are wrong and would welcome a debate that focused on these areas.

Brian Gale is Director of Policy and Campaigns at the NDCS.

A DATE FOR YOUR DIARY

BATOD

SCOTLAND
Conference & AGM
Saturday 1 November 2008

Raising Attainment ~ a holistic approach

Keynote Speaker:
Marc Marschark Ph.D
Rochester Institute of Technology USA

Workshops to include:

- Early years
- Transition to FE
- Maths
- Short term memory
- Acoustics
- IT

Venue: Teacher Building, Glasgow
Cost: TBA
Details on www.BATOD.org.uk

Prize student

In November 2008 the Eichholz Prize for excellence was awarded to Katrina Murray.

Ann Underwood reports

On his retirement from the position of His Majesty's Inspector of Schools for the Deaf in 1930, Dr A Eichholz, CBE, was presented with a cheque together with a Book of Remembrance in which were inscribed the names of his friends and colleagues. He had devoted 32 years to the cause of the education of the deaf and that devotion had won him the admiration, respect and affection of the teachers.

Dr Eichholz generously handed the money back to the National College of Teachers of the Deaf (NCTD). He wished that his name might be associated with whatever decision the college arrived at for the use of the money and suggested it might take the form of a medal or a prize for a Teacher of the Deaf. The amount of the cheque was £90. A full account of the presentation is to be found in the college's journal *The Teacher of the Deaf*, February, 1931.

In 1931, the General Purposes Committee of the NCTD recommended the award of a prize to be known as 'The Eichholz Prize' for the best student of the year presenting himself or herself at the diploma examination, providing that the student had reached a sufficiently high standard. The original presentation cheque was made up to £100 and invested in order to purchase books selected by the successful student – suitably inscribed 'The Eichholz Prize' – and to grant a special certificate. The prize books and the certificate were to bear the seal of the college.

There is a long tradition of the profession training its own teachers. The first diploma examination was offered in 1885 by the College of the Teachers of the Deaf and Dumb and later by the National Association of Teachers of the Deaf. From 1921 the diploma examination was offered by the National College of Teachers of the Deaf and later in 1977 by the British Association of Teachers of the Deaf until 1989 when it was transferred to the distance learning course at the Birmingham University.

All institutions providing training courses for Teachers of the Deaf are now invited to put forward the names of outstanding candidates for consideration by the BATOD NEC as recipients of the Eichholz Prize. Rachel O'Neill nominated one of her students on the Moray House course (Edinburgh University) to receive the prize last year. At the BATOD Scotland Conference on 1 November 2008 Ann Underwood, BATOD President, presented Katrina Murray with the certificate, bookplates and a cheque.

Katrina Murray has performed consistently well throughout the Postgraduate Diploma in Deaf Education and her average mark is 70% (grade A).

Katrina works as a peripatetic Teacher of the Deaf in Aberdeenshire. She has shown particular strengths in integrating recent research findings with her everyday work, analysing deaf children's spoken language, using ICT confidently and encouraging deaf pupils to work independently.

Moray House students take a course called Inclusion/Placement. For this course Katrina investigated the views of deaf pupils on the use of radio aids and critically examined ways in which her service could be more responsive to their views. Katrina's head of service reports that she is a very helpful and reliable colleague who is an able teacher of deaf children.

Ann Underwood is the President of BATOD.

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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.

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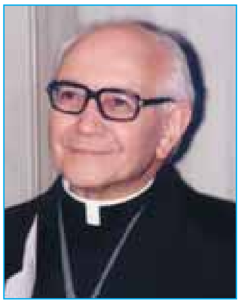

Remembering Father van Uden

Following the deaf of Father van Uden, Liz Andrews provides a personal tribute to this inspirational figure in deaf education

It is with sadness that many teachers of deaf children of my generation will hear of the death of Father van Uden at the age of 96, in September 2008. Van Uden was a prolific author (most notably of *A World of Language for Deaf Children*), an influential thinker and an inspirational speaker, who travelled the world to share the extraordinary practice that developed with profoundly deaf children and young people in Sint-Michielsgestel in the Netherlands in the 1950s and 1960s.

The special school context in which van Uden's maternal reflective approach evolved looks extraordinary to modern eyes – more than 550 profoundly deaf children being educated in one place, with many young people living away from home. It reflected standard practice at the time, when the integration or inclusion of deaf children into mainstream schools was unusual, and before technology developed to deliver the quality of acoustic information that is available today. However, this environment created conditions in which an unusual depth of understanding of deaf children's learning could develop, underpinned by a range of associated research activity. The simple numbers of children involved also allowed a flexible response to individual learning need that it is difficult to replicate in many other settings.

Visiting Sint-Michielsgestel in the 1980s, at which time the school threw open its doors to many hundreds of people three times a year, was an opportunity to experience high standards in action – high expectations for what children and young people can achieve, high levels of professional expertise and highly motivated, active pupils. Many Teachers of the Deaf from the UK participated in these weeks and were challenged by meeting profoundly deaf young people speaking intelligibly in English, their second language, or responding with enthusiasm to the stimulus of music and movement. Although the school employed many skilled members of staff at that time, the range of provision available, the differentiation of approach, and the overall coherence of practice owed much to van Uden's original thinking. His contribution was to base classroom practice firmly on conversation, as the natural context for first language acquisition, and to integrate visual support using written language to enable deaf children who did not have access to acoustic information to make language for themselves, on the model of what young hearing children do.

Father van Uden was sometimes a contentious figure, because his name is so closely associated with oral practice, the development of functional literacy and intelligible speech. However, the provision that developed over the years at Sint-Michielsgestel was highly differentiated. An 'oral' approach was used with some children (whether or not they were academically inclined); one-handed finger spelling combined with the written word or sign language with others.

Father van Uden was active for many years after he officially 'retired' and it was not unusual to bump into him in the corridors of the school or to catch sight of his distinctive black suit in the distance. However, I was fortunate enough to meet him for the first time as a young teacher and to spend three months attending his lectures in Holland in the early 1980s, at which time he was simply an inspiration – a learned and generous mentor, who was uncompromising in his ambitions for deaf children and in his expectations of himself and other people.

Research to be done? Assignments to complete?

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European interests

Peter Annear reports back from the Council meeting of FEAPDA held in Luxembourg last October

You can find the Guest House of the Franciscan Sisters of Pity near the busy centre of Luxembourg. This peaceful retreat is set in beautiful, loved gardens, well-organised and productive vegetable gardens and meditative areas with symbolically shaped flower beds, shrubs, grottoes and statues. ***((small photo of garden))***

Inside is tranquil, with the smells of fresh coffee and baking bread, and nuns walk privately and remotely on their duties but with nods of welcome curiosity and smiles in their eyes. Statues and displays of carefully draped cloth, a simple jug and a lighted candle send messages of a creative, poetic faith.

This was a good setting for the FEAPDA Committee and Council to meet for business and exchange of information and ideas.

Advance

FEAPDA brings together associations of Teachers of the Deaf from all over Europe. The aim is to share good practice principally through organising a biennial congress hosted by one of the member countries. It also has an increasingly active website (set up three years ago by a deaf student) and this, along with regular informal exchanges between member countries, means that the interests of deaf children and young people and their teachers in Europe are very well identified and promoted.

Presently BATOD is one of the principal member countries having the largest association membership. Paul Simpson (National Secretary) is President of FEAPDA, and BATOD has two representatives; currently these are Alison Weaver and Peter Annear. The FEAPDA Webmaster, Jason Monger, also comes from Britain.

Other countries represented at the moment are Belgium, Germany, Italy, Luxembourg, the Netherlands, Slovenia, Sweden and Switzerland.

If BATOD colleagues have professional links with other European countries not mentioned in the list above, please contact Paul Simpson. FEAPDA is keen to embrace as many countries as possible.

Congress

Recent FEAPDA congresses have taken place in Wales (Cardiff, 2003), Switzerland (Geneva, 2005) and Germany (Friedberg, 2007). They have become increasingly well regarded over the years due to the relevance of the topics and themes chosen and the high quality of keynote and country presentations.

The next congress takes place in Verona, Italy, and will be held from 23–25 October, 2009. The theme is family support and the title is 'Deaf children, families and professionals – a working relationship?'
Family support, parent consultation and family friendly services are all high priorities for strategy and service development plans. We are sure this congress will be very valuable to colleagues.

Evaluation at previous congresses indicates that delegates are highly satisfied with the long-term legacy of fruitful relationships, partnerships and initiatives.

BATOD has been allocated 32 places and you should book early to ensure a place. Booking details will be available soon through a link set up on the FEAPDA website (www.feapda.org.uk)

Anthony van Uden (1925–2008)

The death of Anthony van Uden was noted at the Council meeting. He was deeply committed to exploring effective ways of developing language in deaf children and his contribution has been recognised and valued by many colleagues elsewhere in this Magazine.

A symposium to recognise van Uden's contribution and to explore how his methods can be developed in the 21st Century is being planned in Belgium for 2009.

Funding

Local authorities, voluntary organisations and universities from the UK, Germany and Belgium have formed a consortium to apply for funding from the Leonardo da Vinci Lifelong Learning Programme. The purpose of this initiative is to prevent the exclusion of deaf children by improving their education and by more effective training of Teachers of the Deaf.

Youth and beauty

We may be beautiful but we are all getting older. In the UK 50% of the present ToD workforce will be retired by 2010. By contrast we have heard from our German colleagues how the average age of their members is well below 40. Their training programme includes opportunities for young students to specialise in deaf education early on in their careers. Some of us in the UK can remember and mourn the demise of the 'end on' training that was available until the early 90s.

Mergers: muddy or miraculous?

Many ToD associations in Europe tell of the merging of educational services for deaf children with other low incidence groups. Interestingly this is seen as bad news and a threat to identity and the ability to deliver specialised, knowledgeable and effective services.

One can sympathise with this view when, for example, politicians and medics in Belgium have made such a decision and decided that funding for deaf children will be allocated on the basis of audiometric information alone and that the only support necessary for these children will be sign language.

European training and travel opportunities in 2009

UK, Bristol BATOD, 14 March 2009 – Complex Needs
www.batod.org.uk
Germany, 8–10 May 2009 – Strong Schools – Strong Students
www.bdh-bundeskongress-2009.de
Sweden, 14–16 October 2009 Participation for All
www.partforall.se
Italy, 23–25 October 2009 Deaf Children, families and professionals – a working partnership?
www.feapda.org
Belgium TBA 2009

And finally…

I am very grateful to colleagues in BATOD and to the Association for giving me the opportunity to represent our Association in Europe. If any of you have specific issues that you would like to share in this forum at future meetings please let me know. I am also grateful to my managers in Somerset for releasing me to attend this meeting.

Peter Annear is a Teacher of the Deaf and Lead Teacher with the Hearing Support Team, Sensory, Physical and Medical Support Service in Somerset.


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Representing you – NDCS

Paul Simpson gives an account of the meeting between BATOD and NDCS on 9 October at the NDCS in London

1 The National Literacy Strategy's new resource is called Letters and Sounds. The NDCS has produced a position paper about phonics. It is hoping to commission a literacy expert to work with Sara Brierton, ToD and regional director, on guidelines to support the literacy strategy. We recognised that the Rose Review was aware that phonics would be problematic for some children – those with hearing loss – despite the overwhelming view that all children should learn though phonics.

2 The NDCS with RNID planning to produce standards for hearing support services building on the work of SERSEN. The DCSF has just issued generic standards for SEN support services and these would need to form a basis for standards specific to hearing support services. For each standard or quality domain the document would try to set out key descriptors for an outstanding service, a good service, a satisfactory service and an unsatisfactory service. It is hoped that a head of service or senior ToD from each region would join a steering group for this work. Following from this work there may be possibilities of produce a similar document covering:

- hearing support centres located at mainstream schools
- special schools.

3 The current access to examinations issue relates to exemptions and certificate indications. The Government has declared that exemptions should be used as a last resort – the awarding bodies are determined that certificate indications should be used; NDCS and other disability groups are against this as it is discriminatory. It was agreed that it is important that the development of inclusive examinations and assessments is not slowed down because of the possibility of exemptions – they must only be a last resort.

4 NDCS met recently with Eileen Visser, SEN lead with Ofsted. Eileen indicated that Ofsted's start point is that there is no reason why deaf children should underachieve in relation to hearing children of similar ability. Ofsted does not produce checklists for inspectors on what to look for when inspecting provision but it was working on a briefing for inspectors on education provision for deaf children. It did not seem aware of the BATOD documentation but Brian mentioned it. NDCS noted that there was no reference to deaf children with additional needs or EAL. NDCS, in the shape of Sara Brierton, has undertaken to provide some paragraphs about these groups of children. Paul spoke of establishing contact with the HMI for SI, Andrea Lyons. It was felt that it would be useful to invite her to a future tripartite meeting. There is a review at the moment of SEN by Ofsted which will inform the Government's future strategy for SEN.

5 Paul gave an update on the CRIDE survey; it is hoped to roll out a foolproof online (and paper copy where necessary) survey of provision, fully piloted, from October 2009. The attainment data will be gathered later. SESIP is carrying out a review of what outcome data is currently held by services and where it is held. NDCS offered staffing support for the survey once it is up and running. The NDCS is carrying out its own small survey asking for numbers of staff and children supported. NDCS hopes that LAs will respond to the request but it will make a freedom of information request where the information is not provided voluntarily. Paul pointed out some reasons for difference in caseload numbers (services where there are no units or out-of-county placements may have smaller caseloads) and also the dangers of 'survey fatigue'.

6 NDCS is involved in the following research:

- Alys Young, Manchester; social care for deaf children – this report looks at the impact of integrated children's services on the social care of deaf children and is now on the NDCS website. It raises issues about lack of accountability, uncertainty over responsibility, high thresholds and lack of social workers with the knowledge, experience and skills to support deaf children and their families. Brian reported that one LA had located a social worker within the education hearing support service and knew of one other LA who was considering this option.
- Steve Powers, Birmingham – bid to the Big Lottery looking at 16+ transitions – engaging young people themselves in the research. This research is dependent on the bid to the lottery being successful.
- Manchester University; auditory neuropathy – parental experiences and the role of support services.
- Diana Burman and Terezhina Nunes, Oxford University – literacy research looking at family learning with an emphasis on syntax and use of morphemes.
- Edinburgh University, Scottish Sensory Centre; additional support for learning research looking at the impact of the ASL Act on the education of deaf children.

- NDCS is sponsoring a PhD student at Durham. The research will look at data on attainment to identify variations in performance between areas and then try to establish the reasons for that variation.
- RNID is sponsoring another PhD student at Oxford University looking at maths and deaf children

Paul pointed out that the BATOD website now has a research section and that information about these and other projects would be welcome.

7 We agreed to share some responses to consultations before sending them in. Brian mentioned some current consultations which the NDCS was responding to, including the Audit Commission one into comprehensive area assessment of LAs and the role of the third sector.

8 It was agreed that it is difficult to get CSWs at level 3. NDCS policy was that secondary school students needed a CSW with a level 3 qualification to access the GCSE curriculum. Unless it can be demonstrated that CSWs with level 2 can interpret the curriculum for GCSEs so that a deaf student is not disadvantaged compared with their hearing peers NDCS will maintain this policy. Parents and staff at NDCS with level 2 feel that they don't have the standard of signing skills to access the curriculum through signing. However, NDCS does appreciate that CSW at level 3 are not that easy to recruit. In these circumstances it would be acceptable to have a CSW working at level 2 but he or she needed to be training to acquire level 3. Funding is recognised to be an issue. There is no proposal to issue a joint statement at the moment.

9 Some concerns have been raised about the support to deaf pupils in academies – especially where acoustics and buying in specialist support, for examination arrangements for example, are concerned. Paul undertook to send to Brian information about the Conservative SEN policy – including the proposed role of academies and BATOD's thoughts on it.

10 Paul reported back the overwhelmingly negative response to the Must *Do Better* document from members and heads of service. There was a concern about the lack of caveats surrounding the figures, although Ian and Brian felt that what they had written was sufficient and stressed they were supplied by DCSF and were checked with DCSF before publication. Paul pointed out that it was being misused by some parents to attack services and similarly and indiscriminately by the press. It has undone good relations between BATOD and NDCS in some areas. Brian agreed that it was unfortunate that two negative examples were from the same area. He said it should not have happened and apologised. Brian did not think that the report would result in a decline in funding. In his experience highlighting areas for improvement tended to increase funding. He also felt that although the figures had their limitations, using them should lead to improved approaches to data collection. There is a strong need for more positive information about services and specific targeting where provision is poorly resourced. Brian feared that with the current financial circumstances which will limit local authority spending, combined with increasing budgetary demands from new legislation relating to children in care, the needs of deaf children will be overlooked. In such circumstances raising the profile of deaf children and the difficulties they face will be essential to maintain and improve current levels of resourcing. He agreed that it would be good to co-operate on a positive document highlighting good practice in the education of deaf children and young people. This would demonstrate to poorly resourced authorities what services should be provided for deaf children.

Paul Simpson is the Secretary of BATOD.

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What went on at NEC on 6 December

Andrea Baker files her report from the latest meeting

Ann Underwood opened the meeting by reporting on the BATOD Scotland Conference that was held in November. This was a very successful event where Mark Marschark discussed current research on raising the attainment of deaf pupils. Ann presented the Eichholz Prize to Katrina Murray. During the AGM several members raised the issue of recruitment and training as this issue is currently being discussed by BATOD Scotland. A small working group was set up to consider how national BATOD can be supportive on these issues.

There has been a huge revival of interest in the South West region, with sterling work by Wanda Garner who has managed to persuade heads of service in the region to recognise BATOD meetings as CPD and agree to them being held during the working week.

BATOD policies on equality and diversity and safeguarding were presented to NEC and accepted. These will be brought to the national AGM in March for ratification by the membership.

Paul Simpson, on behalf of BATOD, met with the NDCS in October. The NDCS intends to produce a position paper on deaf children and phonics and has invited a literacy expert to work with Sara Brierton, Regional Director, to produce guidelines to support the literacy element of the National Strategy, particularly the Letters and Sounds component. BATOD has been asked to recommend that members be part of the working group. NDCS is also planning to produce standards for hearing support services, building on the work of SERSEN that informed the recently published generic Standards for SEN Support and Outreach Services. BATOD will be working with NDCS on this initiative. Details of further developments will appear on the BATOD website.

An Access Consultation Group has been set up to advise QCA and Ofqual on matters of access to exams for students with SEN and disability at which BATOD is represented. At the most recent meeting a research document into barriers affecting GCSE English was discussed; BATOD responses were widely quoted. The outcome is that QCA suggested further consideration of the notion of the use of ‘Live English’ for sign language-using deaf students in the Speaking and Listening component. Paul Simpson has contacted a range of colleagues working with BSL-using students for their views. The document *Fair access by design* – used by examiners in setting examination papers – is being revised, and BATOD has made significant comments on this document which already reflects the principles BATOD espouses in relation to making examination language more accessible.

There will be a concerted effort to roll out a robust provision survey in 2009, followed by an attainment survey of deaf children in 2010. BATOD NEC will be working hard to ensure that all schools and services in England, Wales, Scotland and Northern Ireland participate to ensure the results are as robust as possible. Much preparation will take place to iron out online technical glitches to facilitate the smooth running of the survey. Concern was raised during the meeting that the attainment figures used at present only capture deaf pupils at School Action Plus and those who are statemented – thereby potentially missing high-flying deaf pupils and distorting outcomes. Steve Powers is to do some research with NDCS and heads of service to determine the extent of this discrepancy.

BATOD has successfully secured funding from Oticon to redesign previously published audiology refreshers. These will be launched at the National Conference in Bristol in March, after which they will be available in the open section of the BATOD website. The Audiology Committee is also producing new pages for future editions of the Magazine on test boxes (see page 32), bone anchored hearing aids, acoustics in schools, ear moulds and digital aids.

Committee working time was restricted to an hour to enable working groups to meet in the afternoon. Three groups convened:

- The role of the ToD and determining ‘value added’ – discussion focused on how ToDs add value within the Every Child Matters framework and how this can be evidenced. Preliminary ideas are to be circulated to NEC.
- CPD – this group continued with its work to create an audit of training that is currently available, with the aim of incorporating this into a training matrix based around professional competencies. A questionnaire has recently gone out to members to ask which areas of training they feel are lacking.
- Recruitment and training issues in Scotland – it was proposed that BATOD commissions someone to develop a paper on the existing situation in Scotland and elsewhere in the UK and establish what action is needed to ensure the sustainability of deaf education throughout the country. This was agreed by NEC.

Andrea Baker is Chair of the Publications and Publicity Committee.

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Jacqueline Stokes	Oxford
Elizabeth Tyszkiewicz	Birmingham
Lise Henderson	Manchester

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Costs (Excl VAT):	Before Friday 24th April 2009	After Monday 27th April 2009
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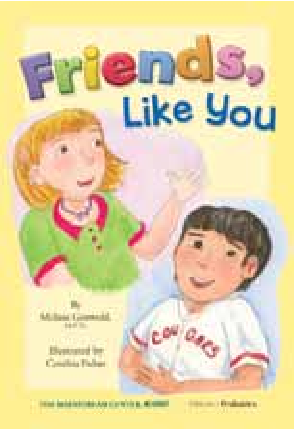
DHB
The Swedish National Association for Deaf, Hearing-Impaired and language-Impaired children - DHB

Reviews

Title	**Friends, like you – story book, educators' guide, and pupil activity book**
Author	Melissa Griswold
Publication	2007
Publisher	www.clarkeschool.org
ISBN	978 0 9797287 3 0
Price	$24.95 excluding postage from the USA
Reviewer	Gill Feetham, Inclusion Support Service, Nottinghamshire County Council



There are three parts to this resource: a story book about Molly and Max, an educators' guide and a children's activity book. The accompanying information describes Friends Like You as: 'An ideal tool for helping children develop a basic understanding of hearing loss and ways that can help them communicate successfully with a classmate, friend or family member who is deaf or hard of hearing. Most appropriate for children in the primary grades.'

The story book and activity book introduce us to two young deaf pupils, Molly and Max. Molly wears a cochlear implant and Max wears two hearing aids. Molly loves dogs and wants to be a vet when she grows up and Max wants to be a baseball player or scientist. The story is simply and colourfully told, although it does contain a lot of American language and phrases which British audiences may find irksome, such as Max wants to be a 'major league pitcher' and Molly and Max 'have cool tools at home to alert them'.

The activity book contains black and white line drawings and covers a wide range of topics in only 14 pages – sounds that are annoying/loud/soft, diagrams of the equipment, 'cool tools', FM systems, deaf friendly strategies and how to read facial expressions.

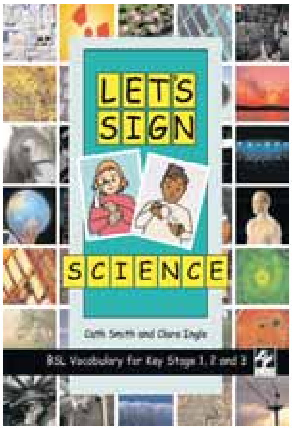
The story book and activity book would be appropriate for pupils at Key Stage 1 or the lower end of Key Stage 2 and may need to be edited for language and spelling to make them appropriate for a British audience or to fit into a primary phase PHSCE session.

The information for educators is intended for teachers or teaching assistants and there is some information for parents at the front of the activity book.

The educators' guide contains some useful basic information akin to the information provided by any good local authority service for deaf children or national voluntary groups. However, I think that any local authority service or voluntary organisation would present their information and advice in a much more pupil-centred (and exciting) manner.

In the absence of any professional Teacher of the Deaf input these may be useful, with some explanation and editing, to a mainstream class teacher in the UK.

Title	**Let's Sign Science**
Author	Cath Smith and Clare Ingle
Published	2008
Publisher	Co-Sign Communications
ISBN	1 905913 08 0 7
Price	£13.99
Reviewer	Brian Shannan, Teacher of the Deaf



The Let's Sign series of books and CD-ROMs have been around for a number of years. Let's Sign Science is the most recent instalment and, as the name suggests, is designed to support the teaching of science in schools. The book is aimed at children in Key Stages 1 and 2, with more technical and complex signs associated with Stage 3. As I work in the Scottish educational system I feel that it would be a welcomed resource for both primary and secondary students. This BSL dictionary has 720 illustrated signs which include both topic-specific and general signs. The graphics in the book are also available on a CD-ROM that can be purchased separately.

The book follows a similar format to the others in the series. The author uses black and white BSL graphics with a detailed description of hand movement and shape underneath. However, the black and white signs in the book are not as good as the colour ones used in the Sign & Write CD-ROM. The BSL graphics are organised in alphabetical order rather than categorised subject specifically, which actually makes locating the signs much easier. There is also an index at the back of the book which allows the reader to locate the relevant sign quickly and easily. The vocabulary content is surprisingly extensive. I work with children at Primary 6 level (age 10) and when we received the book our class was working on electricity and electrical circuits. It seemed prudent to make a semantic profile for the topic using it. We were able to find the vast majority of signs we needed in the book – only eight signs had to be located elsewhere.

One of the advantages of this resource is that it has a diverse range of vocabulary. As well as general scientific terms such as 'equipment', 'cell' and 'beaker' it also has more specific and complex words such as 'diode', 'diploid' and 'diffraction'. This makes it a resource that can be used with a wide range of children with different educational requirements.

One of the disadvantages of the book is that it only gives a picture/description of the sign. There is no explanation of the word meaning and, consequently, the resource is mainly useful as a teachers' tool. The book offers a guide to the drawings, indicating where the hand position should be. However, the black and white nature of the illustrations does look a little outdated in this multimedia visual age. I assume that the CD-ROM has more colourful and versatile images.

One of the difficulties in teaching children who use BSL or other signing modes of communication is finding resources that are both accessible and relevant. This is particularly the case when looking for subject-specific material that covers the extensive language used in a mainstream curriculum. This book certainly fills a gap in the market by grouping together BSL graphics that will support teachers working with students in science. At only £13.99 it is also an affordable resource and a welcome addition to the Let's Sign family.

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. Your representatives at the meetings listed included: Gary Anderson, David Couch, Paul Simpson, Alison Weaver.

Date	External participants	Purpose of meeting	Venue
November			
6	UKCoD	Conference and AGM	Birmingham
11	DCELLS	Access arrangements	Cardiff
20	Deafax	Seminar on e-learning	Reading
December			
3	BSA	APD and education	London
4	CRIDE	Survey meeting	Frank Barnes School, London
5	BJSE	30th birthday conference	Cambridge
18	SESIP	Data collection working group	London
18	NDCS, RNID	Tripartite meeting	London
January			
12	SESIP	Reference group	London
14	University of Birmingham	Course consultative committee	Birmingham
16	GTC	Subject and specialist associations group	London
20	SESIP	Working group	London
22	FLSE	Regular steering group	London
26/27	Ofqual	Single source for access arrangements	London

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'.

ICT News

After a quick reminder about safe computer use, Sharon Pointeer concentrates on some greatl websites and resources for the early years

We have recently been revisiting our risk assessments and I was amused to find that in our Health and Safety pack there was a risk assessment for the hazardous pastime of lesson planning! Using computers, however, while not usually considered highly dangerous, is not without its health and safety considerations. According to The Royal Society for Prevention of Accidents (RoSPA), computer-related accidents have been increasing over the past few years. I was unable to find very recent statistics, but in 1998 1,500 people in the UK went to hospital as a result of an accident in the home involving a computer. By 2002 this figure had risen to around 2,500, an increase of 250 per year. Assuming this trend has continued, we may consider that by 2008 the figure is going to be at least 4,000 and with the increase in the numbers of home computers it may well be considerably higher. Accidents suffered include electric shocks and burns from fires caused by spilling drinks over computers, injuries from equipment stored on the tops of cupboards falling on people, falling downstairs while carrying a computer and sprained wrists from playing computer games for many hours. Also described as a computer related accident, although I am not sure I would describe it as such, was the incident where a boy threw his arms in the air on winning a computer game and then cut himself when he brought his arm down onto a glass on the desk.

TUC figures suggest that as many as 1 in 50 workers, many of whom use computers extensively in their jobs, suffer from repetitive strain injury, or RSI, a condition which usually affects the hands, arms and neck. In the USA it is thought that over 25% of computer operators suffer from carpal tunnel syndrome, a wrist condition thought to be caused by overuse of a mouse. Back and neck problems caused by sitting for a long time are also an issue, and an estimated 75% of computer workers have eye and vision problems. These may be caused by poor lighting, continuous close work or VDU glare.

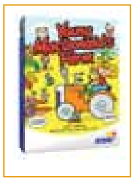
So what can we do to reduce the risks? RoSPA offers the following advice on its website:

- Avoid trailing wires across the floor, do not overload electric sockets and be careful extension leads do not overheat. Check for damaged plugs and frayed wires regularly.
- Keep drinks and plants well away from computers as a spillage can cause a fire or electric shock.
- Be careful when moving computer equipment, follow lifting and handling guidelines and do not allow children to move computers.
- Make sure you have an emergency exit path from where your computer is situated.
- Sit in an upright position with the monitor, mouse and keyboard directly in front of you.
- Do not work for extended periods without taking a break. Rest your eyes by looking away from the computer screen at regular intervals.
- More detailed information can be found by typing ‘computer’ into the search box on the RoSPA website – www.rospa.com/

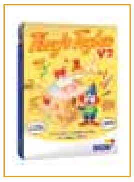
Resources for early years

Sherston Publishing Group – www.sherston.com

Sherston has a number of titles for younger learners. The quality of Sherston software has always been high and these programs will be worth considering if you have money for new software. Here are a few of its offerings, but the website lists many more items for the three to five age group.

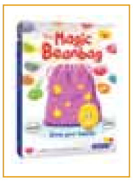


Young MacDonald’s Farm provides a multimedia on-screen farm environment for children to explore. There is a variety of simple matching activities that develop the user’s visual and auditory skills.



Tizzy’s Toybox introduces learners to basic literacy and maths skills. This is a very structured piece of software that allows the practitioner to allocate experiences to suit the needs of the learner.

123-CD and abc-CD provide activities and animated rhymes covering number and alphabet skills.



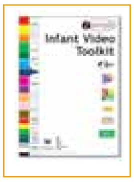
Magic Beanbag is a cross-curricular encyclopedia designed to help young children develop their early referencing skills and encourage their naturally inquisitive minds.

2Simple Software – www.2simple.com

2Simple aims to make the interface for all the programs consistent so that, once learnt, children can use the same techniques in all of the programs without having to learn a whole new set of ICT skills. Again there are lots of programs on the website which are worth looking at. Here is just a small sample.

Simple City is a multimedia program that provides the learner with ten different locations to explore. There are videos of real people at work and stimulating on-screen modelling activities for the user to engage with.

Music Toolkit is a suite of programs that allow children to explore a wide variety of musical concepts. The *2Explore* and *2Beat* programs support the learner in creating simple sequences of sounds and rhythms.



Infant Video Toolkit is a suite of programs that enable the learner to create books, draw pictures, create simple charts and control an on-screen turtle.

Crick Software – www.cricksoft.com/uk
Crick software has often been mentioned in these ICT pages in the past, as it is the producer of *Clicker*. Also in the range is a jigsaw creation program called *Jigworks*. It is a flexible tool that addresses skills from shape and picture matching to early reading. The software comes with a range of pre-made activities – however, you can also create resources, tailoring the experiences to the needs of the learner.

Dial Solutions – www.dialsolutions.com
Dial Solutions is the company behind the award-winning *My World* program which has been in use in primary schools for many years. The latest version, *My World 3*, is a multimedia program that allows the learner to create pictures, solve puzzles and move images around on screen. The *My World* screens can contain pictures, text and sound. Screens can also be made and added to the software, tailoring the experiences to the needs of the learner. There is also now an online version of the program.

Websites worth a visit
Under5s – this is a site for everyone involved in pre-school education and childcare: teachers, nursery nurses, students, childminders, nannies and parents. The site has been created by Sarah and John Hampson to provide free learning resources, practical information and help on all aspects of education for the under-fives. Sarah is a mother of two and a qualified early years teacher who has worked in both the state and private sector. Until recently Sarah ran her own sessional daycare setting, so all the materials on the site are 'tried and tested'. John provides technical and artistic support. Under5s is designed to be simple and quick to use. All the free learning resources can be downloaded directly to your computer for you to print out – www.underfives.co.uk/

The Mouse Club – the Mouse Club team specialise in making learning fun, creative and safe. Describing themselves as a group of quirky individuals and mousy characters, they work closely with children, parents and teachers to make what they believe is the perfect website. They produce their own range of interactive software, educational resources and websites. The Mouse Club has received numerous awards and is used widely throughout the world – www.themouseclub.co.uk/

Kent Early ICT – this section of the Kent National Grid for Learning contains learning and teaching resources for early years and transition to Key Stage 1. Themes include seasons and the environment, ourselves, animals, water, festivals and journeys. There are policies and other guidance materials, as well as lesson plans and interactive games – www.kented.org.uk/ngfl/earlyict/

Primary Teacher's Toolbox – on this site you will find a huge number of very useful links for you as a teacher, as well as a great many child-safe websites suitable for use with Foundation Stage, Key Stage 1 and Key Stage 2 children whatever the subject or topic you are covering. There is also a range of 'cyberhunts' to get children using the Internet, and a selection of interactive quizzes. Teachers and trainees will find helpful documents containing tips about using ICT and many computer files and worksheets to download that may prove useful, particularly when using ICT in lessons.
www.btinternet.com/~tony.poulter/

Cbeebies – the BBC CBeebies site has lots of free games and activities related to the TV programmes and characters. All the favourite characters can be found as black and white line drawings to download and colour, and there are sections with things to make and do, music from the programmes and video clips of the shows – www.bbc.co.uk/cbeebies/

If you would like to contribute anything to these pages, please contact Sharon Pointeer at ICTNewspage@BATOD.org.uk.

This and that…

Email news to this-n-that@BATOD.org.uk

FEAPDA Congress 2009

The 2009 FEAPDA Congress will take place in Verona in Italy. The dates are: 23–25 October 2009. The topic will be 'Deaf children, families and professionals – a working relationship?'

Because BATOD is the largest association in the Federation we are entitled to up to 32 places. Look out for further information, when it becomes available, in the Magazine and on the FEAPDA website (www.feapda.org).

Note: FEAPDA is the European Federation of Associations of Teachers of the Deaf; the acronym is French and stands for Fédération Européenne des Associations de Professeurs de Déficients Auditifs.

BATOD submissions to the STRB

Every year BATOD makes at least one detailed submission to the School Teachers' Review Body on behalf of Teachers of the Deaf. These submissions can be seen on our website at Articles>Being a Teacher of the Deaf>Pay and Conditions>Submissions and responses to the STRB.

Members' views on all our submissions and responses are very welcome. Please send any comments to Paul Simpson at secretary@batod.org.uk.

Improved accessibility tools for the FE sector

The Learning and Skills Improvement Service (LSIS) has launched an online toolkit which provides practical guidelines for teachers and trainers to make learning materials even more accessible. Now available on the Excellence Gateway – the national online service for those working in the further education system in England – the toolkit of resources merges pedagogical and technical advice where previously these have been scattered over several different channels.

The new accessibility guidelines unveiled by Siôn Simon, MP, Minister for Further Education at the Department for Innovation, Universities and Skills (DIUS), are designed to ensure that teachers and trainers find the right guidance to widen participation and support all learners.

Produced for LSIS by JISC TechDis, an educational advisory service in accessibility and inclusion, the materials are grouped into eight categories (users who have difficulty seeing things, hearing things, understanding things, concentrating, handling and manipulating things, communicating with others, accessing text or those who are dyslexic), the resources will enable staff to create effective, engaging and accessible materials for learners. To view the accessibility guidelines visit http://excellence.qia.org.uk and click on 'Accessibility in Learning'.

ASN in Scotland

Parents of ASN children (those with children with additional support needs) in Scotland, including those with a co-ordinated support plan (CSP), will now be able to request that their child attend a school in another local authority, through an out-of-area placing request.

Where a child has a CSP – the educational plan to meet their needs – parents will also have a right to appeal to the ASN Tribunal for Scotland if the placing request is refused.

The Education (Additional Support for Learning) (Scotland) Bill – which amends the Additional Support for Learning Act 2004 – will mean that if an out-of-area placing request is successful, responsibility for reviewing the child's or young person's CSP will transfer to the new 'host' authority. The Bill will also extend the circumstances in which parents can make references to the ASN Tribunal.

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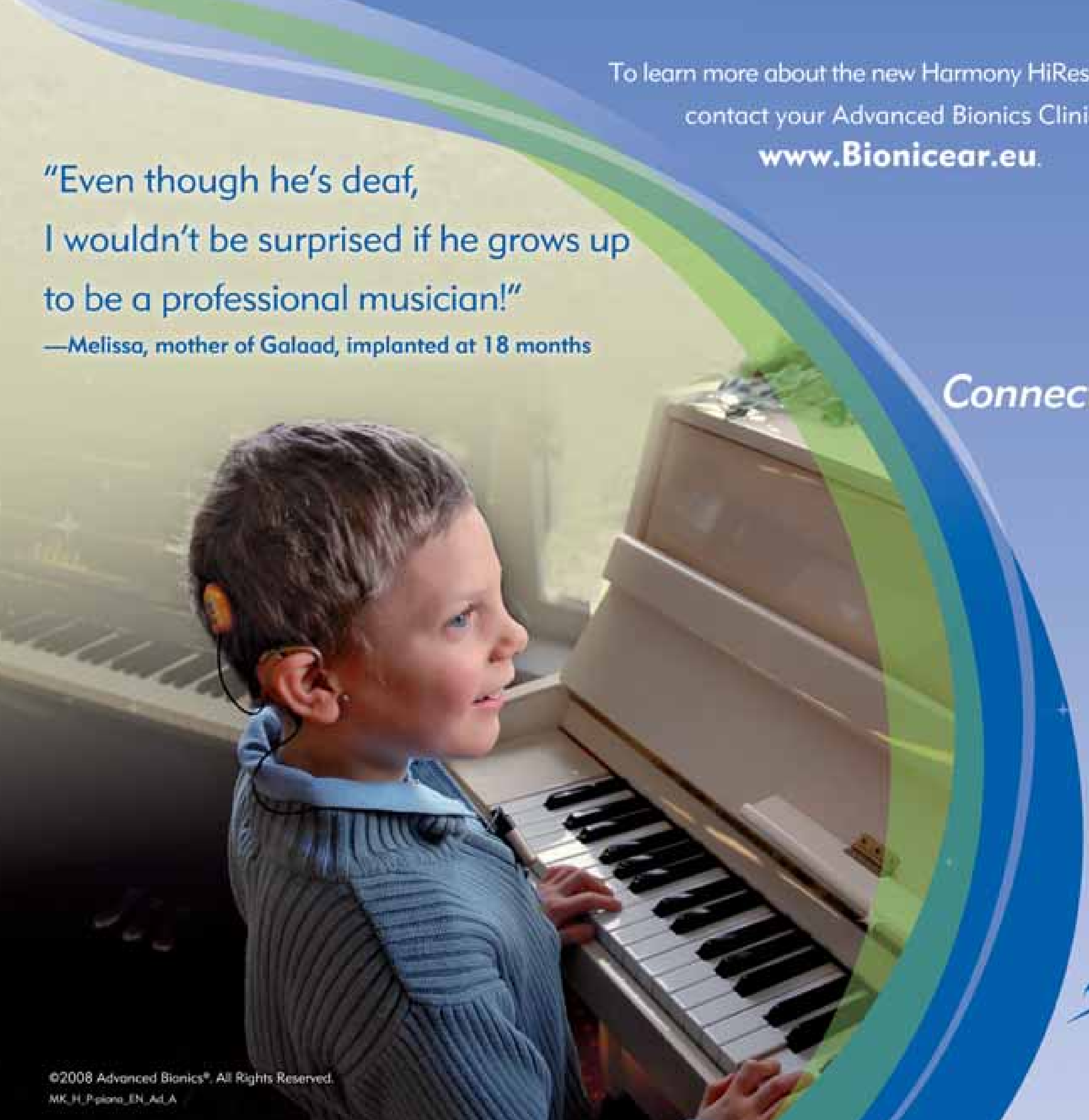

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MK_H_P-piano_EN_Ad_A

Abbreviations and acronyms used in this Magazine

A level	Advanced level
AB	Arthur Boothroyd (word list)
AGM	Annual General Meeting
AHDC	Aiming High for Disabled Children
AMRC	Association of Medical Research Charities
APD	Auditory Processing Disorder
ASD	Autistic Spectrum Disorder
ASL	Additional Support for Learning
ASN	Additional Support Needs
B&B	Bed and Breakfast
BAFTA	British Academy of Film and Television Arts
BAPA	British Association of Paediatric Audiologists
BATOD	British Association of Teachers of the Deaf
BBC	British Broadcasting Corporation
BESA	British Educational Suppliers Association
BJSE	British Journal of Special Education
BSA	British Society of Audiology
BSL	British Sign Language
CACDP	Council for the Advancement of Communication with Deaf People
CAF	Charities Aid Foundation
CBE	Commander of the British Empire
CD-ROM	Compact Disk Read Only Memory
CEO	Chief Executive Officer
CHSWG	Children's Hearing Services Working Group
CIEA	Chartered Institute of Educational Assessors
CPD	Continuing Professional Development
CRB	Criminal Records Bureau
CRIDE	Consortium for Research in Deaf Education
CSP	Co-ordinated Support Plan
CSW	Communication Support Worker
CV	Curriculum Vitae
dB	Decibel
DCAL	Deafness Cognition and Language (research centre)
DCELLS	Department for Children, Education, Lifelong Learning and Skills (Wales)
DCSF	Department for Children, Schools and Families
DDA	Disability Discrimination Act
D/HI	Deaf/Hearing-Impaired
DH	Department of Health
DIUS	Department for Innovation, Universities and Skills
DSP	Digital Signal Processing
DVD	Digital Versatile Disk
EAL	English as an Additional Language
ENT	Ear, Nose and Throat
ES	Early Support
ESL	English as a Second Language
EYFS	Early Years Foundation Stage
FAB	Federation of Awarding Bodies
FE	Further Education
FEAPDA	Fédération Européenne d'Associations de Professeurs de Déficients Auditifs (European Federation of Associations of Teachers of the Deaf)
FLSE	Federation of Leaders in Special Education
FM	Frequency Modulation (radio)
FRC	Frequency Response Curve
FTE	Full-time Equivalent
GCSE	General Certificate of Secondary Education
GTC(E)	General Teaching Council (England)
HI	Hearing-Impaired
HMI	Her Majesty's Inspectorate
ICT	Information and Communication Technology
INSET	In-Service Education and Training
IS-SS	Integrated Services – Specialist Support (Worcestershire)
JCQ	Joint Council for Qualifications
JISC	Joint Information Systems Committee
KS1	Key Stage 1
KS2	Key Stage 2
LA	Local Authority
LSA	Learning Support Assistant
LSCB	Local Safeguarding Children Boards
LSIS	Learning and Skills Improvement Service
MCHAS	Modernising Children's Hearing Aid Services
MP	Member of Parliament
MQ	Mandatory Qualification
MRC	Medical Research Council
Nasen	Professional organisation for special and additional educational needs and disabilities
NCTD	National College of Teachers of the Deaf
NDCS	National Deaf Children's Society
NEC	National Executive Council
NHS	National Health Service
NHSP	Newborn Hearing Screening Programme
NIACE	National Institute of Adult Continuing Education
NSPCC	National Society for the Prevention of Cruelty to Children
NVQ	National Vocational Qualification
Ofqual	Office of the Qualifications and Examinations Regulator
Ofsted	Office for Standards in Education – inspectorate
OLM	Oral Language Modifiers
PCT	Primary Care Trust
PhD	Doctor of Philosophy
PHSCE	Personal, Health, Social and Citizenship Education
PLASC	Pupil Level Annual School Census
QA	Quality Assurance
QS	Quality Standards
QToD	Qualified Teacher of the Deaf
RNID	Royal National Institute for Deaf People
RoSPA	Royal Society for the Prevention of Accidents
RSI	Repetitive Strain Injury
SAT	Specialist Advisory Teacher/Standard Assessment Task/Test
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SENDA	Special Educational Needs and Disability Act
SERSEN	South East Regional SEN (Partnership)
SESIP	South East Sensory Impaired Partnership
SI	Sensory Impaired
Skill	National Bureau for Students with Disabilities
SLD	Severe Learning Difficulties
SLT/SaLT	Speech and Language Therapist
SRE	Sex and Relationships
SSAT	Senior Specialist Advisory Teacher
STRB	School Teachers' Review Body
TDA	Training and Development Agency (for schools)
TechDis	Works in the field of technology for disabled people
THRASS	Teaching Handwriting, Reading And Spelling Skills
ToD	Teacher of the Deaf
ToHI	Teacher of the Hearing-Impaired
TSP	Transition Support Programme
TUC	Trades Union Congress
TV	Television
UK	United Kingdom
UKCoD	UK Council on Deafness
USA	United States of America
VDU	Visual Display Unit
VSO	Voluntary Service Overseas

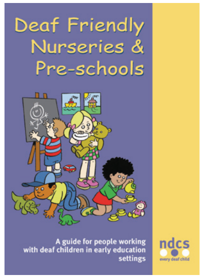
If you have found an acronym in the Magazine that isn't explained in this list, then use www.acronymfinder.com to help you to work it out.

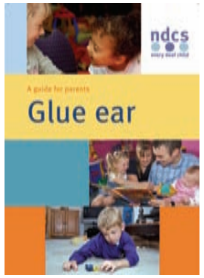
Other sources of support

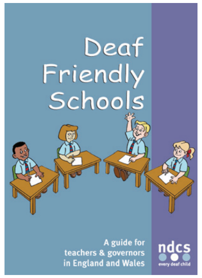
NDCS provides a range of publications aimed specifically at people working with deaf children, young deaf people and their families. Publications can be viewed online and downloaded electronically, or they can be obtained by contacting NDCS - www.ndcs.org.uk

Publications include

- Glue Ear
- Deaf Friendly Nurseries and Pre-schools
- Deaf Friendly Schools



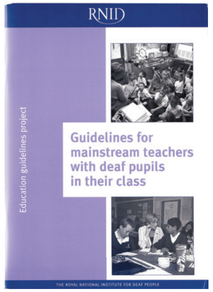


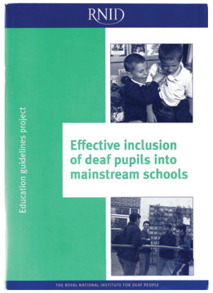


RNID provides a range of materials on strategies, guidelines and resources that facilitate the inclusion of deaf children.

Publications include

- Guidelines for Mainstream Teachers with deaf pupils in their classes
- Effective inclusion of deaf pupils into mainstream schools
- Using ICT with deaf pupils





BRITISH ASSOCIATION OF TEACHERS OF THE DEAF

Do you:
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need professional backup?

BATOD provides:

Website - www.BATOD.org.uk
- members' area
- recent information

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Journal (4 per year)
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Special Interest Groups
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email membership@BATOD.org.uk

BRITISH ASSOCIATION OF
TEACHERS OF THE DEAF

Can he hear you?

Why hasn't he learnt to read yet?

Why doesn't he speak clearly?

He's a daydreamer

He's always looking at the other children's work

He could do better

He's lazy

He can hear when he wants to...

Background

- Every Local Authority (LA) has a provision for deaf* children and young people.
- The ‘Sensory Support Service’ or ‘Hearing-Impaired Service’ staff have an additional qualification to teach deaf children and are able to offer advice on all aspects of hearing impairment and especially classroom support.
- The majority of teachers will, at some point in their careers, have a hearing-impaired child or young person in their class.
- Hearing impairment, if not managed effectively, can affect language and literacy development.
- It can also be detrimental to the development of listening skills.
- It is vital that teachers are aware of the need to implement compensatory strategies and to look at the suitability of teaching methods to ensure these children achieve their potential.
- For many young children the hearing loss may be associated with bouts of ‘glue ear’, a temporary but nevertheless debilitating condition if not managed effectively.
- For others the hearing loss may be a permanent condition, possibly requiring hearing aids or a cochlear implant to access speech.

For many teachers this may feel very daunting.

What can you do to help?

Who is there to help you?

* The term 'deaf' is used to cover the whole range of hearing loss.

Does s/he have a hearing loss?

Have you considered whether the child may have a hearing loss?

- Do you have a child in your class who seems to daydream a lot of the time?
- Checks what other children are doing before starting on a task?
- Frequently says ‘what?’ or ‘pardon?’
- Appears to be rude or stubborn or has become grumpy or withdrawn?

Children with a hearing loss become easily tired and frustrated with the effort of trying to listen, especially against the background noise in many classrooms.

A child with a mild, moderate or fluctuating hearing loss can have difficulties with

- listening and responding
- language development
- literacy
- curriculum access
- behaviour.

Many children with a diagnosed hearing loss are likely to be wearing hearing aids, a cochlear implant and/or a radio aid. They will probably have Teacher of the Deaf (ToD) support. These children may have difficulties with

- speech
- listening and responding
- language development
- literacy
- curriculum access
- behaviour.

What help can you get?

If you think a child in your class has a hearing loss

- talk to the parents
- discuss with your SENCo
- contact the LA Support Service for advice.

The LA Support Service will be able to give advice in the following areas

- nature and implications of the child’s deafness
- strategies to support the child
- raising awareness of management of the listening environment
- deaf awareness
- regular monitoring of audiological equipment
- school accessibility planning
- target setting, monitoring and review.

The first port of call

Have you talked to the parents? They should be your first port of call if you have concerns about any child who may have a hearing impairment .

ToDs in general do not do hearing assessments. If a child has a possible hearing loss then you should talk to the parents first, recommend an appointment with their GP who in turn will refer the child to (probably) community paediatric audiology. Upon confirmation of a hearing loss then the Service would be involved.

Find out from your school SENCo where your LA Sensory Service is based and what support they offer or if you would like advice on making your school more ‘deaf friendly’.

Membership subscription rates *2008–2009*

	due 1 August Annual Direct Debit	Quarterly Direct Debit	Cheque
Full members in employment	£ 60.00	£ 15.80	£ 65.00
Associate members in employment	£ 60.00	£ 15.80	£ 65.00
Full members taking a career break	£ 30.00	£ 7.90	£ 32.50
Associate members – unwaged	£ 30.00	£ 7.90	£ 32.50
Retired members	£ 30.00	£ 7.90	£ 32.50
Special members			£ 22.00

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, but please remember, only the named individual is the member and no other person at that address can claim any benefits of membership.

This subscription can be claimed against income tax. 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: The Association, BATOD membership, back-subscriptions information.

Full membership *is open to those teachers who have successfully completed training as a Teacher of the Deaf. As a Full member you will receive the Association Journal 'Deafness & Education International' four times a year and the Association Magazine, five times a year. You will have a discounted admission to any BATOD-run event and you will be entitled to vote at any meetings called.*

Associate membership *is open to anyone else who is interested in the education of deaf pupils: teachers, speech & language therapists, those in training as a Teacher of the Deaf, parents, social workers, etc. Associate members have the same privileges as full members except they have no voting rights.*

Special membership *is open to those working with deaf pupils in a support position, LSAs, CSWs, TAs, etc. As a Special member you will receive the Association Magazine five times a year and be entitled to members' rates at events, but you will have no voting rights.*

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. Please contact the Membership Secretary.

Current 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 circumstance or personal details should inform the Membership Secretary as soon as possible.

Our financial year runs from August to July. Cheque payers will be sent a reminder about payment in June. Direct debits will be altered automatically for payments in August and beyond.

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
BATOD Membership Secretary
112 Deas Avenue, Dingwall, Ross-shire IV15 9RJ

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 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 2009			
21	Children's Services Consultants	Unpacking the Quality Standards, an event for all heads of SEN support services and special schools providing outreach	Royal Overseas League, London SW1A 1LR
22	Mary Hare Training Services	Classroom Acoustics	Newbury
27	Communication Matters	Enabling Children with Complex Communication Needs to Tell Stories	London
27	Ear Foundation	Supporting Deaf Children at Secondary School for LSAs	The Ear Foundation. Nottingham
28	Ear Foundation	Supporting Deaf Children at Primary School for LSAs	RNTE Hospital, London
28	Communication Matters	Enabling Children with Complex Communication Needs to Tell Stories	Manchester
28–31	Direct Learn Services Ltd	Supporting Deaf People 2009 online conference - registration now open Themes: Deaf Education and Ethics and Professionalism in Interpreting	online
29	Mary Hare Training Services	What do speech tests mean? An audiological perspective into the value of validation techniques	Newbury
30	Child and Family Training	Training in the use of In My Shoes - computer-assisted interview	University of Liverpool
30	BAPA British Association of Paediatric Audiologists	London Conference	SOAS, Brunei Gallery, Thornhaugh Street, Russell Square, London WC1 0XG
31	City Lit Centre for Deaf People	Visually effective BSL	City Lit, London WC2B 4BA
February			
3	Communication Matters	Enabling Children with Complex Communication Needs to Tell Stories	Edinburgh
4	Scottish Sensory Centre	Supporting deaf pupils in the early stages: learning from good practice	Moray House, Edinburgh, EH8 8AQ
7	City Lit Centre for Deaf People	Pain-free signing: how to reduce the risk to your limbs	City Lit, London WC2B 4BA
11	Mary Hare Training Services	Promoting Deaf Children's Access to the Science Curriculum	Newbury
16–17	Cued Speech Association UK	Foundation (four days over two weeks – 2 & 3 March 2009)	Central London
21	City Lit Centre for Deaf People	Visually effective BSL	City Lit, London WC2B 4BA
23	Mary Hare Training Services	Critical Self Review: Self Evaluation for Schools with Units/ Resource Bases within the new Ofsted framework DAY 1 (|Day 2=21 April)	Newbury
25	Mary Hare Training Services	Audiology and childhood hearing loss for Health Visitors and Social Care Professionals	Newbury
27–28	BATOD NEC Steering Group	Association Business	TBA
March			
4	Brook	Sexual health Conference - safeguarding young people's right to confidentiality: the law and best practice	Brit Oval Conference Centre London SE11
5–6	VIEW	VIEW annual conference	Great Barr Hotel, Birmingham
7	Scottish Sensory Centre	Working for families: achieving best outcomes for children	Moray House, Edinburgh, EH8 8AQ
13	Child and Family Training	Training in the use of In My Shoes - computer-assisted interview	University of Liverpool
14	BATOD	CPD Study Day, Conference and AGM - Inclusion - making a difference	Ramada Plaza Bristol, Redcliffe Way, Bristol BS1 6NJ
15	BATOD NEC	Association Business	Bristol
24	Mary Hare Training Services	Transitions for deaf children and young people	Newbury

The Calendar on the BATOD website is edited as soon as we know about meetings.
Additional information about courses and registration forms may also be linked to the calendar entries.

Officers of Nations and Regions BATOD contacts and Magazine Distribution

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Chairperson: Mary Gordon, 16 The Manor, Black's Road, Belfast BT10 0PL
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Treasurer: post vacant

Articles, information and contributions for the **Association Magazine** should be sent to:

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HP12 3DB
tel/fax 01494 464190
email magazine@BATOD.org.uk

...as should Association information and general queries.

Advertisements for the **Association Magazine** should be sent to:

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BATOD Publishing and Advertising
41 The Orchard
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East Yorkshire
HU17 5QA
tel/fax 01964 544243
email advertising@BATOD.org.uk

Submissions to the Journal **'Deafness and Education International'** should be sent to:

Dr Linda Watson
School of Education
University of Birmingham
Birmingham B15 2TT

email DEIeditor@BATOD.org.uk

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