

BATOD

British Association of Teachers of the Deaf

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Contents



From your editor

There is a range of quality standards which affect Teachers of the Deaf in their professional life. Sometimes they may be regarded as rather burdensome, representing yet more paperwork, but it is clear from these articles

that they can have a significant and positive influence on practice. There is also a related article on the implementation and positive effect of the Early Support Monitoring Protocol. Furthermore, not all quality standards are imposed from outside. Teachers of the Deaf, and indeed BATOD itself, have been involved in a number of quality standards initiatives – most recently when, as Lindsey Rousseau explains in her article, the NDCS decided to fine-tune the generic support and outreach services standards to make them more specifically applicable to services for deaf children. Many services and colleagues were involved in drawing up these standards, as well as representatives of BATOD and the RNID, underlining the value of collaborative working which is now such a strong part of current practice. We would be very keen to receive your response to these standards.

As many readers will know, the Christmas and New Year period brought the very sad news of the death of three members: Peter Preston, Andrew Broughton and Eirwen Carpenter. Obituaries for these colleagues will be on the BATOD website. You can read them by following The Association >> About BATOD >> News of Members >> Obituaries submitted by colleagues.

Forthcoming topics

May	Conference edition: Communicating clearly together – with the RCSLT
September	Aetiology, diagnosis and supporting parents
November	Post-16 issues
January 2011	TAs and support workers
March 2011	Literacy and maths

Please let me know if you would like to contribute an article – or suggest one – for any forthcoming editions of the Magazine.

Paul A. Simpson

Magazine editor

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Cover picture

Alfie Dawkins with a teacher at Beam Primary School, Essex. Courtesy of NDCS.

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Flying high

In her final editorial as BATOD President, **Ann Underwood** reviews the progress made over her two-year tenure and pays tribute to the hard work and commitment of BATOD members and officers

Did the 16th President of BATOD achieve her strapline intention to keep BATOD 'flying high'? Obviously in the course of the past two years it hasn't especially been 'The President' who has personally raised the profile of BATOD – many people, in particular Paul Simpson, our National Secretary, have attended meetings and taken part in developmental work that has enhanced materials and circumstances for Teachers of the Deaf. Apart from Paul, who is our only paid employee, all the work has been voluntary and carried out with amazing enthusiasm and willingness by colleagues, mostly in full-time occupations, who have squeezed the extra time from their busy schedules.

The effect has been amazing – BATOD is well regarded at the highest levels of government, with regular communications from the DCSF and other bodies, including the invitation to become involved with the funding of additional training places to provide more ToDs. Our network has provided evidence, some anecdotal, about numbers and profile of ToDs, and what is happening across the UK in services and provisions to support deaf children and young people.

Annually, alongside the teaching unions, BATOD submits comments on pay and conditions to the School Teachers' Review Body. The unions read our submission and sometimes pick up and support what we are saying with regard to 'unattached' teachers. For several years BATOD has been mentioned in the final STRB report thanks to the contributions of Ted Moore. Peter Preston took on the role of BATOD Consultant and he was invited to attend and submit oral evidence to STRB on BATOD's behalf. It is important to continue to raise the position of ToDs as their circumstance when not employed in a school setting is often misunderstood. The structure of teachers' pay in England is a challenge to ToDs who take on responsibilities but do not appear to be entitled to additional allowances.

Peter Preston died just before Christmas 2009. The BATOD National Executive Council is sad to lose such a valuable member, and colleagues in BATOD and throughout the profession extend their deepest condolences to his families and friends.

Since September 2009 Peter's advice, especially on issues of pay and conditions, has been particularly appreciated by the Association's officers and the NEC as he took on the role of BATOD Consultant. His comments and advice were always studied and fair.

Peter's firm, forceful and clear enumeration of the points which he made in BATOD's submission to the STRB demonstrated his commitment to the role that he felt BATOD should play at this level.

Peter was fervent in his desire to promote the maintenance of quality provision for deaf pupils and he believed there should be choice and clear specialist ToD management. Throughout his career there has been a relentless climate of change which has threatened this goal. Along with members of NEC, Peter believed that BATOD has an essential role to play in the ongoing fight to maintain an appropriate continuum of provision for deaf pupils and the status of the mandatory qualification for ToDs.

Supporting our members as they attempt to quantify their role and its 'value', the NEC has produced an updated list of some of the areas that are covered by ToDs in their everyday work. Other documents have been produced to help BATOD members become aware of the range of information required to provide and support effective services. Currently NEC is researching the models of service provision.

I was especially pleased that Oticon sponsored the updating and subsequent publication on the website of all the audiology refresher sheets and supportive articles. These will form the basis of further development of the audiology section of the website. There have been other materials that I have been involved with personally, such as the 'Can he hear?' leaflet for mainstream teachers, that have widened the scope of BATOD materials and resources.

Keeping all members up to date and aware of what is going on and what is being said on their behalf in a range of meetings was part of my mission at the start of my presidency. I reminded everyone then that we have the website for fast communication which relies on an active membership checking for changes, especially in the members only area; the Association Magazine which arrives at approximately two-monthly intervals bursting with practical information about focus topics as well as reports, reviews and notices; the *Journal Deafness and Education International* with research information and results that could affect the way we work and provide updated knowledge for practitioners. Reaching a range of professionals there is also the ToD email forum where questions are responded to by a range of colleagues and if necessary information can be passed on quickly.

To this end BATOD also contributes to the effective HOSS forum which allows heads of services to share management information. The information is there waiting to be read and utilised.

BATOD has also held its head high abroad as a leading member of FEAPDA (our Secretary Paul Simpson is President). Collaboration has extended beyond the UK through our involvement, as a member of FEAPDA, in a successful European Leonardo da Vinci project ably developed by Andrew Broughton from Telford and Wrekin. This project aims to develop pan-European competencies for Teachers of the Deaf and we hope that BATOD members will get involved in this. Andrew died on New Year's Day and we hope that a successful outcome of the project will be a fitting memorial to his commitment to and perseverance in the cause of deaf education.

Even within the gloomy forecast of approximately one third of the ToD workforce retiring before 2012 and a reduction in numbers of BATOD members in spite of much effort put into a membership drive, it is quite exciting that we have seen BATOD North gather strength and recover from a spell in the doldrums, and the revival of BATOD South West. Wanda Garner has been instrumental in encouraging ToDs in the area to meet together to benefit from an interesting training programme. Karen Taylor and Liz Reed-Beadle have responded to the local demands of BATOD members in

the eastern region – their key problem with networking is distances for 'real' meetings. From this an eighth BATOD region – BATOD East – has been born.

The annual report, which you received with your January Magazine, once again outlines the tremendous amount of work carried out on your behalf while you 'get on with the day job'. As everyone has busy lives and changing lifestyles, voluntary organisations are finding it a challenge to locate people who are willing to give time to their management and work. Everyone who has given time to BATOD has found it valuable – knowing what is going on, getting information as fast as it appears, and being able to influence activities and consultation responses. The benefit, especially in career development (and CV writing!) is for everyone – the 'ordinary' ToD as well as the lead professional – so please consider standing for election to the NEC when the opportunity comes along in September.

In my opinion, but then I suppose I am biased, we have continued to keep the Association in the forefront of activities, leading professionals in deaf education, supporting the BATOD membership, promoting excellence in deaf education and ensuring that BATOD is flying high.

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Introducing QS

Lindsay Rousseau provides some background to the quality standards

The publication of the DCSF *Quality standards for special educational needs (SEN) support and outreach services* in September 2008 was an important milestone in bringing together aspirational standards for all services working with children and young people with SEN.

These standards build on and replace earlier documents published by DCSF (or DfES) and other organisations. Since their publication they have attracted interest and good professional debate, with support and outreach services working together to share developments and benchmark service delivery across local boundaries.

The publication of the National Deaf Children's Society (NDCS) *Specialist teaching and support services for deaf children and young people*, in September 2009, offers services for deaf children more specific guidance which can be applied across the full range of services for deaf children and young people in early years settings and in mainstream, special school and other provision. The NDCS QS were adapted from the DCSF standards and do not attempt to replace them.

Inevitably there have been some questions asked about the status of the various publications of quality standards. With the focus of this BATOD Magazine, this seems to be the right place to look at the rationale underpinning the publications, and how they fit in with the agenda of 2010 and the role of services in helping to improve outcomes for deaf children and young people.

In 2002 a working party for the DfES published quality standards for VI services. These were a really useful start for specialist 'low incidence' services to develop more robustly in line with recognised standards. The DfES made clear that it would not be working on other sensory impaired QS and so, in 2004, based on the VI QS, MSI QS were developed through Sense, and SI QS through the SERSEN partnership.

In 2005 the attention of schools and services was being increasingly drawn to the gap in attainment of pupils with SEN, compared with the achievement of other pupils, and Ofsted undertook a report and consultation on the impact of support and outreach services. One of the recommendations from that report was to produce quality standards, which would not be minimum standards, but which would be challenging and not easily achieved.

Alongside the consideration of QS in England there were other publications of standards for those working with deaf children. In 2005 the National Assembly for Wales produced *Quality Standards for Children and Young People with Sensory Impairment* (Circular 34/2005), while in Scotland QS for SI services had been developed in 1999. The Department of Health in England also produced guidance entitled *Transforming Services for Children with Hearing Difficulty and their Families* in 2008.

Specialist teaching services have a crucial role in helping to improve outcomes for deaf children and young people

In order to fulfil its commitment to produce QS for support and outreach services, in 2007 the DCSF asked the south east regional partnership facilitators to develop generic standards with it. The process was greatly helped by a steering group which included members of Ofsted, SEN advisers, the DCSF Special Educational Needs and Disabilities division and a national reference group which included many representatives from services and schools for the deaf. The published QS are not perfect but they are broadly applicable across all services and offer a lead to improved outcomes for children and young people within the five ECM outcomes. They recognise the development of traded and commissioned services, have been mentioned in Parliament (June 2009) and, most importantly, are used as a tool by Ofsted.

The answer to that question about status is that, for DCSF, these quality standards have replaced all previous versions.

So, how did the NDCS QS come about and what purpose do they serve? The NDCS believes that deaf children and young people have the right to participate equally in education and to achieve their potential across the full range of educational and life opportunities. It recognises that specialist teaching services have a crucial role in helping to improve outcomes for deaf children and young people. The further development of the generic DCSF quality standards as a specific tool for deaf services was seen as a way to support local services and presented the welcome opportunity for some joint working across NDCS, RNID and BATOD in their development.

Using the same process for writing, with a steering and national reference group, the HI QS were developed and published in a timely fashion. They are designed to be used across specialist services to assist in service delivery.

The answer to that question about status again? The NDCS guidance sits alongside the DCSF QS, illustrates the specialist element for deaf children, and does not replace the generic document. The NDCS interest in the use of the QS is ongoing and we are currently considering whether some specialist case studies would be helpful.

How best to make use of the QS is a further question for services to grapple with. The QS are designed to

assist with planning, developing and delivering effective services for deaf children and young people and that must be achieved best within the context of wider local authority plans and through sharing good practice.

The DCSF *Quality standards for special educational needs (SEN) support and outreach services* can be downloaded from www.teachernet.gov.uk/ The NDCS *Quality standards for specialist teaching and support services for deaf children and young people* document is available from www.ndcs.org.uk and can be downloaded from the BATOD and NatSIP websites, www.BATOD.org.uk and www.natsip.org.uk/

Lindsey Rousseau is the facilitator for the National Sensory Impairment Partnership.



Making quality standards work

Martin Smith considers the role of quality standards in improving educational outcomes for children with sensory impairments

In special education, services have had access to a range of quality standards intended to support continuous improvement. The challenge has been to make the best use of those which will serve to provide tangible rather than theoretical improved outcomes for children and families. Services which support the education of deaf children have been presented with standards on a huge range of subjects, from assessment to transition and from FM management to cochlear implants. Using standards to best effect is a challenge for any service and the following is an outline of the way inclusion services in general and the hearing and vision support services in particular used the latest standards in Dorset, Bournemouth and Poole.

The *Quality standards for special educational needs (SEN) support and outreach services* (DCSF, 2008) were devised to assist local authorities in determining appropriate resources, to illustrate standards of good practice, to support monitoring and evaluation and to guide the development of provision and support. This was the first comprehensive recognition of the need to review outcomes/management strategy for support and outreach services. By making a direct link with the Every Child Matters (ECM) agenda, the aim was to ensure that children and young people (CYP) were properly supported to meet these outcomes.

The extension of these standards, commissioned and supported by NDCS, RNID and BATOD, led to the publication of the *Quality standards for specialist teaching and support services for deaf children and*

young people (NDCS/RNID, 2009). These standards were developed specifically for use by specialist services for deaf CYP and drafted so that they could be applied across the UK.

Using the standards

Because these two sets of quality standards relate directly to the current approach towards commissioning and provision, they can provide an excellent starting point for service development and planning. For education support services, service development plans have often been brought together on a rather ad hoc basis, with an eclectic mix of activities built on the strengths of a particular team, a view on 'what we might do next' and a reactive approach to the latest government initiatives. The links with plans above and below have sometimes been tenuous at best.

The new quality standards for deaf CYP relate very effectively to the themes which are challenging most local authorities. They fit well with the drive for continuous improvement and recognise the primary importance of outcomes when measuring the value specialist services should add in their routine support work. By providing descriptors for each standard under the established headings of inadequate, satisfactory, good and outstanding, services can make judgements on their own effectiveness using terminology which is widely understood.

The standards can be a useful starting point to identify gaps in service provision, areas for improvement and

effective ways of addressing service performance. In Dorset, the first stage in developing this type of review was undertaken at a joint planning day for the senior managers of all of the inclusion services (SEN, Ethnic Minority Achievement, Traveller Education, SEN Support Service, Educational Psychology, Behaviour Support, Hearing and Vision Support). Staff had been provided with the corporate plan for the council, the Children and Young People's Plan and copies of the *Quality standards for SEN support and outreach services*. Copies of the quality standards for deaf CYP were also available and these were found to have relevance across many disciplines. The aims were to:

- ensure that all services aspire to the same high standards exemplified in the quality standards for deaf CYP
- support service planning
- share good practice
- identify gaps in provision
- assist in determining appropriate resources and arrangements
- develop consistency across services
- support monitoring and evaluation
- make links with and support local plans and developments
- produce draft service development plans of a high standard, with core activities based on clear evidence of need and rigorous audit.

Each team was provided with pre-printed A1 sheets with the 16 quality standards pasted in column 1. Column 2 provided scope for discussion on where service staff could identify gaps in provision. Column 3 allowed teams to develop ways of meeting the perceived shortfall in provision and priorities for action to produce improved outcomes. Column 4 used the self-evaluation headings from inadequate to outstanding to enable services to judge their present performance. In this way, each service completed the day with a draft working document based on audit of need, recognition of priorities and clarity of purpose.

Follow-up work focused on refining the planning work, making specific the actions arising and clarifying responsibilities with timeframes. Similar joint planning may become an annual event, with greater understanding of parallel service roles and the needs of children from vulnerable groups. Year on year, the expectation is that the performance of the services will show demonstrable improvement via the self-evaluation process.

Keeping up the standards

Some services are wedded to their particular methods of doing things, often perfected over years but without any reflection on their value or purpose. According to Peter Drucker (*The Effective Executive*, Butterworth Heinemann, 1967), 'There is nothing as useless as doing effectively that which should not be done at all.' We must take care in support work that we do not fall

into the trap of being superficially effective but missing the core principles which will bring about change and improvement.

The new quality standards can assist in embedding these principles into service delivery and planning. They are wide ranging and appropriately challenging. When used effectively, they can bring about the required changes in service delivery which have a positive impact on the lives of children and families.

In addition to service planning, the standards should be available in the performance management of specialist support staff, alongside the service development plan and the job description, to identify where individuals can make a contribution to the wider service remit through appropriate targets. Links can easily be made across LA planning, and staff can (perhaps for the first time) understand their individual role in corporate objectives. There are strong links with inspection for services. For example, the NHSP Quality Assurance makes reference to the need for a culture of continuous improvement. The fact that a service has made effective use of the quality standards will provide good evidence that this is in place.

Finally, when local authorities are commissioning services, they need to be assured that those being delivered are of high quality and meet the needs of the client group. There are more competitors in service delivery now than at any time in the past. Although services for hearing-impaired children have enjoyed the privileged position of being the only providers in the past, experience from other central support services suggests that this may not last. Only those services with a focus on outcomes, a recognition of quality and a culture of continuous improvement are likely to survive and the latest quality standards provide the kind of evidence base for such measurement in an increasingly competitive marketplace.

Planning and development processes based on quality standards are only useful if they are monitored and evaluated over time. By making transparent links with other plans, reviewing these in line with service and individual objectives, the quality of delivery to children and the outcomes they achieve can be expected to improve significantly. In the field of sensory impairment, specialist teachers have consistently reflected on their practice, and the availability of comprehensive quality standards has helped to support the drive for better outcomes. If services are not yet using them, it might be timely to review the need to do so and to plan some in-depth self-review.

Martin Smith is Head of Specialist Teaching and Advice within Dorset's Inclusion Services. He has management responsibility for the central teaching services including Hearing and Vision Support, which operates across the three authorities of Dorset, Bournemouth and Poole.



A bone anchored hearing aids update

Angela Deckett has news of the latest quality standards from the NDCS

NDCS has recently updated the *Quality standards in bone anchored hearing aids for children and young people*, which was originally published in 2003. The guidelines have been written in conjunction with professionals working in the clinical field and they aim to ensure that deaf children and young people who can benefit from specialised bone anchored hearing aids receive the most appropriate service and long-term support to meet their individual needs.

Quality standards in bone anchored hearing aids for children and young people is for professionals with an interest in providing services to deaf children, young people and their families, and commissioners of services. It provides a framework for audit with realistic and attainable standards for a bone anchored hearing aid service and should be used alongside national and country specific standards (where available) written for newborn hearing screening and audiology services in the UK.

The first bone anchored hearing aid devices were introduced to the UK more than 20 years ago and have been found to be an effective method of aiding some groups of children, such as those with chronic infection of the middle or outer ears, congenital abnormality of the ears or severe–profound unilateral deafness. There are now more than 40,000 people worldwide using bone anchored hearing aids. As more of these devices and systems are entering the market, NDCS has decided to drop the acronym ‘BAHA’ which may be confused with the term used by one manufacturer for its product.

Providing children with a bone anchored hearing aid requires a dedicated multi-disciplinary team whose members understand the complex needs of each child and the impact any intervention will have. The paediatric team must be able to assess the individual needs of the child, be fully conversant with specialised bone anchored hearing aid equipment and capable of providing long-term habilitative support to the child and family, until transfer to an adult service. Essentially, the bone anchored hearing aid service must work closely with the child and parents and involve them in every step of the procedure. The impact of such

equipment will mean lifelong care and commitment by the NHS.

The new quality standards document identifies good practice guidance and standards that will enable providers of health, education and social services, as well as the voluntary sector, to deliver appropriate and effective support, from referral for a bone anchored hearing aid to transfer to an adult service.

The document covers: different types of hearing aids for conductive hearing loss; supporting children, young people and their families; the role of local services; the bone anchored hearing aid service; bone anchored hearing aid equipment; referral and selection procedures; the assessment process and outcome of the assessment; surgery; ongoing evaluation and care; transfer of care; and service evaluation and audit.

NDCS has also updated the booklet for families entitled *Bone anchored hearing aids: Information for parents and families*. This covers what a bone anchored hearing aid is; how it could help; the advantages and disadvantages of bone anchored hearing aids; the bone anchored hearing aid service; referral; assessment; surgery; fitting of the sound processor; follow-up; transferring care to another service; evaluating the service; service standards.

Both booklets can be ordered free of charge from the NDCS Freephone Helpline at helpline@ndcs.org.uk or 0800 800 8880 (voice and text).

Angela Deckett is the Education, Health and Social Care Projects Officer at the NDCS.

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Membership fees help to provide this Magazine and support work carried out on your behalf as a ToD. If you value this provision ensure the work continues

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Developing audiology standards

Vicki Kirwin reviews the current situation regarding quality standards for paediatric audiology services

When NDCS published its first sets of *Quality Standards in Paediatric Audiology* in 1994 and 1996, the key target was the detection of 80% of bilateral congenital hearing impairment in excess of 50dBHL within the first year of life and 40% by the age of six months. All the black and white photos were of children using body-worn hearing aids. How things have changed! In the last 15 years the world of paediatric audiology has seen some of the most exciting political, professional and technological developments in its history.

The last published update of our *Quality Standards in Paediatric Audiology* was in 2000. The contents included interim arrangements while Universal Neonatal Hearing Screening (UNHS) was piloted throughout England, and were due to be reviewed in light of the outcome of this. Newborn hearing screening has since been implemented in all four countries across the UK. During this time we've also seen the introduction of digital hearing aids and the modernisation of audiology services as well as changes in the education and training of audiology professionals.

NDCS undertook a major update of its quality standards during 2005–6. This was supported by key members of the Modernising Children's Hearing Aid Services (MCHAS) team and other interested professionals. However, it became clear that there were significant overlap and duplication with new standards written and published by professional groups, such as those of the newborn hearing screening programmes and MCHAS. These professional guidelines and standards reflected the beliefs of the NDCS and referred to earlier quality standards documents produced by us. We decided not to republish our own general audiology standards and instead focus our efforts on working with the various groups to ensure that the voice of the family was always heard.

Each NHSP service and its associated audiology, medical, education and social care service is visited every 18 months and reviewed against the NHSP quality standards (<http://hearing.screening.nhs.uk/cms.php?folder=1064>). So those readers working in early years education in England will already have

had their service reviewed twice since the quality assurance programme started in 2006. The reports generated from these visits have been important drivers in service improvement and developments, and in accessing funding for further training for early years specialists. However, mindful that quality standards should apply to all children and young people right through to transition to adult services, NDCS continues to support the development of quality standards for audiology services.

The QRT uses a five-point scale that services are rated against

NDCS was invited to join a multi-disciplinary working group chaired by Martin Evans, with members from England, Scotland and Wales, working on a new quality standards document and accompanying Quality Rating Tool (QRT) utilising the Quality Improvement Scotland methodology. The QRT uses a five-point scale that services are rated against, so that 1 would be 'no elements of the quality statement criteria met', and 5 would be 'fully compliant with good to best practice as indicated by the quality statement criteria'. The Audiology Services Advisory Group (ASAG) in Scotland has since taken forward and developed this work, undertaken a pilot audit of paediatric services against the standards and then published the final document in April 2009 (*Quality Standards for Paediatric Audiology Services*, NHS Scotland, 2009). There are nine standards with supporting rationale and criteria for compliance in: accessing the service; assessment; developing an audiology individual management plan; implementing an audiology individual management plan; outcomes; professional competence; information provision and communication with children and families; multi-agency working; and service effectiveness and improvement. NDCS remains a partner in the 2009 audit programme, which consists of self- and peer-assessment.

At the time of writing, NDCS Cymru's Country Director Jayne Dulson is chairing a multi-disciplinary group looking at implementation of these quality

standards and QRT in Wales. Public consultation ended on 31 January this year and we wait to hear the next steps.

NDCS will continue to support and promote the development and production of quality standards for paediatric audiology services

Meanwhile the Department of Health in England has adopted the global rating scale model known as the Audiology Quality Enhancement Tool (QET) (<http://audiology.globalratingscale.com>). This is a web-based self-audit tool that uses yes/no responses. Level D services meet the basic requirements only, while level A is generally considered aspirational (few services currently meet this). The QET is fully live for adult services and so far two rounds of results have been completed on a voluntary basis. The QET is based on five 'quality domains' covering clinical quality, technology, workforce and training, systems and performance, and patient experience. So, for example, within the patient experience domain the standards measure provision of information, communication, support

from patient and volunteer groups, quality of the environment, capturing service user feedback and promoting equality and diversity within the department. In the future it is likely that commissioners will use the results when considering which services they will purchase for their local population so there is some incentive for services to complete this. Although about 70% of the QET is applicable to paediatric services, unfortunately the paediatric module is not yet live as development work continues, particularly around accreditation and alignment between the QET and a QRT.

In all four countries NDCS will continue to support and promote the development and production of quality standards for paediatric audiology services, and lobby for a programme of audits against those standards. We will also continue to publish standards that focus on specialty areas such as bone anchored hearing aids, cochlear implants and transition. There is more on this work elsewhere in this Magazine and in future issues.

Vicki Kirwin is the Development Manager (Audiology & Health) at the NDCS.

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Up to the standards

The NHSP quality assurance team works to ensure that early intervention services are meeting minimum standards. [Mary Kean](#) and [Tim Silvester](#) explain the review process

Each year approximately 700 children are born in England with a bilateral permanent childhood hearing impairment. The NHS Newborn Hearing Screening Programme's (NHSP) major aim is to identify all children born with moderate to profound permanent bilateral deafness within four to five weeks of birth to ensure the provision of high quality and appropriate assessment and support for deaf children and their families.

The NHSP Peer Review Quality Assurance (QA) Programme lies at the heart of the leadership given by the Programme Centre to local newborn hearing screening programme sites. Its team of over 40 consultants, representing disciplines across the wider childhood hearing care pathway, can, through their external review of practice, provide a vital link for expert information exchange by:

- recognising and sharing best practice
- highlighting areas of professional development and training
- providing consistent judgements across all strategic health authority regions against agreed quality standards.

The QA Framework (QAF) aims to ensure that minimum standards are met and exceeded by improving the performance of all aspects across the care pathway. The role of the QA team is to determine whether:

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

The team ascertains this information through the review of self-rating information, discussions with staff, visits to clinic settings, discussion with commissioners and public health bodies and through feedback from parents.

At the end of each visit, good practice is acknowledged and recommendations for improvement are put forward by the team. These are then documented formally through a written report. Services are required to submit action plans addressing the issues raised in the QA visit within two months of the report being finalised. Where appropriate, local action taken to improve quality is reviewed by the Programme Centre and good practice, emerging trends and risks to the programme are analysed and fed back into the ongoing delivery of the programme nationally.

Results from the first round of peer review visits show that this system is an effective and supportive mechanism for driving quality improvement. Analysis provides an insight into the common shortfalls in service provision nationally and identifies candidate services for championing good practice. For the Programme Centre it gives a national picture of skills gaps, commissioning shortfalls and the need for policy development and, in doing so, provides an opportunity to target support and policy development in an efficient, cost-effective manner.



Audiology

Almost half of the recommendations for audiology were around early assessment, establishing the nature and degree of the hearing loss, and the programming of hearing aids. In response to this the Programme Centre has developed a number of training courses to address these issues.

The audiology QA consultants have raised awareness of a number of issues during discussion and feedback from their visits. They are able to offer suggestions for audit topics, refer audiologists to the relevant protocols, discuss the benefits of networking and share good practice ideas. Consequently, the MCHAS website was redesigned to highlight and develop the Champions' Zone, and a Good Practice Zone has been introduced.

Over one in ten of the recommendations from the first round of visits were related to family-friendly practice in audiology, particularly around the recurring themes of:

- disclosure and sharing the news
- better facilities, including waiting areas
- providing families with written information that details local contacts and whom to contact if they have any questions before their next appointment.

The timing and accuracy of diagnosis have improved in a number of sites where they have responded to recommendations to improve the range of tests used and have put in place more peer reviews of auditory brainstem response (ABR) traces. The timing of confirmation to parents has been raised at a number of sites, also covering how and when early intervention services are informed and involved.

Discussions and decisions about the fitting of hearing aids are expected to be multi-agency, with ToDs involved. Where partnership working is established with families and other agencies, parents were happier and expressed their satisfaction with the services they received. There are several examples of good practice in collaborative and flexible working around hearing aid fitting, including the timing, location and follow-up appointments and producing improved outcomes for deaf babies, young children and their families.

Ear mould provision was commented on by parents both with regard to provision and turn-around times. The QA process has highlighted the need for impressions to be taken more widely and within different contexts, including at home and at parent support group meetings, and for the ear moulds to be dispatched swiftly.

There is an expectation that there will be formal links with education services with regard to the exchange of information, and ToDs attending hearing aid reviews when needed.

Early intervention/HI services

The central role of early intervention practitioners, from the point of diagnosis, is pivotal to the support delivered to deaf children and their families and is generally agreed to lead to better outcomes for deaf children. As part of the QA process practitioners from education services undertake a peer review visit to support quality improvement in early intervention services. The eight quality standards which performance is rated against relate specifically to the: quality of the experience for the family and baby/child post-identification, the range of early support services offered and the impact of the intervention and support provided.

The initial responses to confirmation and timing of contact with parents and ability to respond in QA timescale with current staff are covered by QS 20. The offer of early contact is important, but it does not have to be a ToD to meet the necessary standard. Most services do prioritise early diagnosis and provide good ToD support in these early stages, but many have reported that there is a knock-on effect to the rest of the service with correspondingly less support available for school-age children.

One of the distinctive aspects of the QS and associated QA process is that it is multi-agency. While many services have long had established links with other agencies, there is now a real expectation of formal partnership working and information sharing. QS 22 and 26 look specifically at this aspect. There have been many discussions on what is possible and desirable about the co-ordination of support and the role of key worker/main professional contact. While there are several models in different LAs and services, the intention is that there should be some co-ordination, especially when seen from the parents' perspective.

The QAF expects services to have staff members with experience and training in the 0–2 age range to reflect the specific nature of working with families with babies diagnosed at a very young age. Currently, we do still have to make a recommendation if this is not the case; however, possession of this formal qualification has not yet been an indicator of the overall quality of support given to these families.

We would expect to see within services, staff with up-to-date knowledge and competencies, relating to early support, in communication, the support and management of early amplification and informed choice.

The QA visits have also facilitated discussions and recommendations around information sharing, partnership working to access resources such as parent support groups and deaf role models, networking to share resources, training, good practice and succession planning. There is clearly a need to establish and improve the involvement of the social care services available to deaf children and their families and for clarification of the role, level and type of involvement and support the social care team can offer.

CHSWGs

Given the multi-agency nature of the QA process, the role of Children's Hearing Services Working Groups (CHSWGs) is seen as one vital way of ensuring that all contributing agencies share information and co-ordinate their support for parents. It is hoped that they will take an increasingly strategic role to achieve this. This was embodied in one site's Terms of Reference which stated: 'The CHSWG is a formal group which is allowed to make decisions on behalf of the services represented and direct the strategic developments of services offered to deaf children.'

In conclusion

Early intervention education services overall have performed very well against the standards with no service rated as poor, a small number satisfactory, but with the vast majority rated as above average, and also some considered exceptional. This reflects the tradition that services have of working in a multi-agency way with families with young children and the priority that they have accorded this vital area of their work.

The second cycle reports will be published on the NHSP website to ensure transparency of the QA programme and share information regarding the quality of services delivered. The quality standards that have been agreed and made more robust in June 2008 will now be assessed to ensure that the weighting in each area produces a fairer reflection of the overall performance of a service.

Mary Kean and Tim Silvester are education consultants for the NHSP Quality Assurance Programme (<http://hearing.screening.nhs.uk>).

More answers than questions

When the NHSP quality assurance team visits, it is worth being well prepared and having an efficient system for gathering and presenting evidence, as [Deborah Rix](#) discovered in Wandsworth

In between the mountains of paperwork the Wandsworth Hearing-impaired Service Early Years Team completed the first quality assurance (QA) questionnaire in record time. I confess many of the answers were extremely brief. It was only in hindsight when we heard stories of hours spent filling in the questionnaire and evidence being presented in suitcases large enough to grace Heathrow check-in that we realised that somehow we had missed an opportunity. Our feedback was positive but there was no doubt that we had not managed to communicate the essence of how and why we support children and families following newborn hearing screening. The second time round we grabbed the opportunity the QA visit could provide to collate and streamline our evidence. We left the trolley bags at home and managed to pack an extensive amount into one lever arch file.

In between QA visits we had restructured the service and appointed an Early Years Phase Co-ordinator – Gill Tapson. In Wandsworth we are fortunate that the peripatetic service and hearing-impaired units are part of the same team. This enables us to deploy staff flexibly across different teams as numbers on roll shift and profiles of children change over time. A key aspect of Gill's brief was to streamline systems so that we could demonstrate equity of service. We wanted to ensure that among the Teachers of the Deaf delivering early years support there would be consistency in the approaches used and information provided. In fact, the process ended up clarifying and reducing paperwork overall.

So, back to the second QA visit. The first thing we did was to go through the questionnaire and agree a judgement. This was one of the quickest elements of the process but it also made us question the amount of evidence we would have to back up a judgement. We then started to collate an evidence file. On the contents page we typed a section for each standard and then bullet-pointed the source of evidence for each. Some standards had approximately 20 sources of evidence, others less. We included minutes of meetings, service improvement plan tracking sheets and policies, among other sources. This was the first step of the process and was important in revealing areas where we were stronger on impact measurement than others. As an example, over the years we have organised a number of events for the extended family but only comparatively recently, over

the last two years, have we started to gather evidence showing the impact on the family and child of attending such events.

Following the contents page we then used dividers to separate each standard, putting actual examples of evidence within each section. Some of the key types of evidence we found were the minutes of meetings which not only demonstrated inter-agency working but also recorded when action had been taken – or not!

Gill Tapson designed two systems to streamline our work and these became powerful sources of evidence in the QA process. One was the home visit curriculum which is shared between families and professionals. It records the information sources and discussions which occur during home visits. This linked with Wandsworth Council's Children and Young People's Plan which included a target to ensure consistency in its home visiting sources. Using the curriculum, professionals can record discussions that have taken place and also families can use the plan to have some autonomy in terms of the order of information or discussions which take place. We felt that putting information in sequential order would not work for families, as in practice each family's priority is different.

We also had the advantage in Wandsworth of being able to produce a significant amount of evidence of how we as a service collaborate with the cochlear implant programme. This is mainly due to the fact that our service was commissioned by St George's Hospital to provide the Teacher of the Deaf input on the programme. As a result we have developed comprehensive protocols, information sharing networks and joint planning mechanisms. It is not without its challenges but overall it works well and provides an alternative model for cochlear implant programmes.

Finally, we found that presenting evidence in this way, through one file, made the QA interview so much easier than before when we were scrabbling to find different bits of paper in a box. When we had our QA visit, five sites were involved and so this approach was particularly useful.

While we presented a paper version of our evidence the future is no doubt electronic. From suitcases to memory stick – that's a thought!

Deborah Rix is Head of Service in Wandsworth.



Good practice for FM

Joyce Sewell-Rutter reveals the thinking behind the quality standards for the use of personal FM systems

The UK Children's FM Working Group was formed in 2004 by a group of like-minded individuals keen to promote the use of personal FM systems. The NDCS, strongly involved in the group, was asked to survey the criteria used by local authorities to determine candidacy for the provision of systems. Most respondents stated that they did not have a policy. This prompted debate and the notion that some guidance for users and managers of this technology would be beneficial. What form should this take?

The earlier publication of the NDCS *Quality Standards in Paediatric Audiology* (2000) recognised the extensive use made of FM systems and included a quality standard focused on collaborative working between paediatric audiology and education services 'to ensure provision of equipment and effective use by the child and the transmitter user'.

The Modernisation of Children's Hearing Aid Services between 2000 and 2005 highlighted the need for closer professional links between audiology and education services. Alongside the introduction of new hearing aid technology, new fitting procedures and working practices were introduced. Guidelines were written to cover these procedures, among them the FM advantage procedures for setting up personal FM systems with digital signal processing hearing aids. These soon became accepted by the profession as standard quality practice.

The speed of advancement in technology, such as the introduction of ear level receivers, the rise in the number of children undergoing cochlear implantation and at an earlier age, and the introduction of newborn hearing screening were all factors highlighting the need for more information and support in relation to FM. Systems had been in services and schools for over 20 years, with varying approaches to selection and use.

Technology and practices had moved on fast but debate and policy were not always present prior to implementation, revealing a postcode lottery and inconsistencies within services. As a means of addressing equal opportunities and to promote optimal use, the decision to produce some further guidance seemed timely. This was the easy part. Since the group comprises manufacturers and professionals from education, health and the voluntary sector there was widespread agreement about content. As for 'quality', the debate raged over how high to set the bar. The quality standards needed to be aspirational but also

achievable and a catalyst for greater understanding and optimal use. It was this that shaped Part 2, the *Good Practice Guide* on CD to support users and help them achieve the selected 13 quality standards set out in the hard copy publication. It was felt that the material in the guide would shift with the dynamics of technology and as a more temporary resource the CD would prove to be an easier and cheaper production.

A framework was agreed and chapters written. However, the constraining of a document produced by a committee of passionate enthusiasts into an accessible working document for end users needed considerable attention. A small editorial team focused on reducing the content and was grateful for helpful comments from John Bamford. Colleagues were supportive in providing real photos of FM systems in daily use and attempts were made to ensure fair coverage of the different systems available from manufacturers. The content of the CD was supplied by many. The FM Working Group remains very grateful to those professionals who were willing to share their everyday practice as well as to manufacturers and technicians for their information and comments; grateful thanks also to the NDCS for financing the production and printing. The launch coincided with the Paediatric Conference at Mary Hare School in July 2008.

Dissemination since has been through the NDCS website www.ndcs.org.uk (where the content is downloadable following registration), at conferences and at training events. The NDCS financed a second run following a high early demand. The FM Working Group is keen to hear feedback about the content and use of the document. In some locations it has caused consternation and has certainly aroused debate and reflection on practice. Has it achieved its aims? We would be pleased to hear about your concerns, frustrations or positive changes in practice.

In an update of the *Good Practice Guide* we hope to include more examples – so if you have a policy, a proforma or any ideas about use of personal FM systems we should like to hear from you.

The FM Working Group now has a website – please take time to sign up: www.fmworkinggroup.org.uk/

Joyce Sewell-Rutter is an educational consultant with the Ewing Foundation and a member of the UK Children's FM Working Group.



Assessing the impact

Jane Peters shares her service's view of working with the Monitoring Protocol and the Early Years Foundation Stage

As the Sensory Consortium Service (SCS) in Berkshire we work across six unitary authorities in both a teaching and advisory capacity with children and families who have an identified hearing loss. All our Teachers of the Deaf work across the age range of 0–19 years and everyone in the team has had training in using the Early Support Monitoring Protocol (ESMP) with families and throughout the Early Years Foundation Stage (EYFS). Several members of staff are also trainers for delivering Early Support training.

The introduction of universal newborn hearing screening has resulted in a shift in the age of the children we are now supporting, with some as young as three or four weeks old. Early intervention, better amplification and the introduction of quality standards and national guidelines have meant that services are required to respond to the challenge of providing better outcomes for deaf children. The Monitoring Protocol and Early Years Foundation Stage have been two tools which have had a significant and positive impact on the way in which we work.

For the majority it is a useful tool for parents to monitor the development of their deaf child

In the SCS the Monitoring Protocol is introduced to all the families the Teacher of the Deaf is supporting following diagnosis of a hearing loss. For the majority it is a useful tool for parents to monitor the development of their deaf child especially in the areas of listening and communication. For a small number it represents the blue box under the stairs, in a cupboard or on the shelf gathering dust, and it is only taken out on request. However, as it becomes more embedded in our everyday practice I am confident that the number of families using it will only increase.

So how is the Protocol used with the families we support? In our service all families are introduced to the Early Support materials, usually on the first visit. The educational audiologist or on-duty teacher arrives armed with an A–Z, the SCS Parent Pack and a blue box, or at least some of the contents of the blue box. Over the next couple of months the materials are explored in more depth and the different strands discussed and used. Parents are encouraged to fill in the Protocol ring binder on a regular basis – every six

or eight weeks – and this is then looked at on a regular home visit with the Teacher of the Deaf or on a joint visit with the speech and language therapist, audiologist or the sensory team social care worker. Our joint observations help to document an accurate picture of where the children are functioning across different areas of their development and this in turn helps us identify the next steps for the children.

Ownership of the file is always with the family and this has been a challenge as we have had to rethink our ideas that record keeping fulfils *our* role responsibilities and belongs to *us* rather than the family!

As one parent says, 'I wasn't really keen on filling in the file but my visiting teacher was always trying to get me to do it! I really didn't think my little boy was making much progress with his language but when I started to fill it in I was so pleased and surprised about what he was doing. It really encouraged me to think about his development and now my mum and I fill it in together and then show it to his teacher.'

In practical terms the information from the ESMP informs our planning on a half-termly basis. Tracking of progress is then possible and successes can be celebrated and concerns raised. As well as using the profiles we have also devised our own tracking data sheets which enable staff to see at a glance where the child is across the different areas of development. We now have evidence of the impact of our interventions and a record of progress in a language which is consistent and therefore meaningful to both parents and professionals across the country, especially if a child has moved from another area.

The Monitoring Protocol has also been used in our pre-school Chatty Monkeys Groups so that parents have an opportunity to discuss how they use the materials and family plans and what works for them. The children are encouraged to include their own handprints and photos to personalise their folders as a way of increasing family ownership of the materials. The materials are also shared at our workshops for families with newly diagnosed children and we incorporate the Protocol into our specific workshops on listening and communication and how to promote this area of development with your child.

Family plans are also used as part of the programme with all our regular teaching caseload families (A

category) and in some cases with the children whom we only monitor (B and C categories). The plan is filled in with parents and with other professionals who are involved in working directly with the child so that there is only one set of targets or next steps. This way the family does not feel overwhelmed with the number of targets and is not faced with potentially conflicting ones – there are no longer Teacher of the Deaf targets, speech and language therapy targets, physiotherapy targets and so it goes on. This has had a positive affect on the way in which we work, bringing professionals together and helping to break down boundaries so that they are no longer working in isolation and can concentrate on only what they think the child needs within their professional remit. This has helped to support the family more effectively and therefore the child holistically. The family plan has helped all of us to focus on the families' priorities. The voice of the family is now at the very centre of support, which in turn has had a positive impact on the resilience of the family.

The voice of the family is now at the very centre of support

As the parent of a profoundly deaf child says, 'I had lots of appointments with different people. We agreed at a family plan meeting that the speech therapist and social worker would try to visit only on the same day and time when the Teacher of the Deaf visits. This really helped because I didn't have to keep going over the same things and to go to lots of appointments, and everyone seemed to know what they were doing and what I said I would do!'

As a team we continue to discuss a number of challenges. As part of our policies and procedures we aim for all our A category children to use the Monitoring Protocol. If parents do not want to take ownership, the ToD continues to use the material to record progress and this is still shared with families through reports and discussion.

For new members of staff who are either returning to teaching or starting off in their careers as Teachers of the Deaf the Monitoring Protocol has been an invaluable tool which provides a framework for understanding a child's development and in particular the amount of detail in the listening and communication sections which are broken down into smaller steps. I wish I had had this tool when I first starting working with babies and young children. Staff generally feel much more confident working with the very young children and babies and their families.

The Early Years Foundation Stage

So has the EYFS had the same impact? This is a much newer government initiative and is therefore not

quite as embedded as the Monitoring Protocol into the service paperwork or practice. Getting to grips with all the material is a challenge in itself.

The EYFS principles as outlined below are as relevant for the children we work with as they are for hearing children.

- **A unique child** – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive relationships** – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- **Enabling environments** – the environment plays a key role in supporting and extending children's development and learning.
- **Learning and development** – children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

These principles underpin the way in which we want to work with families, the children and the settings in which they are placed and in many ways the impact of the EYFS has been to make our job easier, as all those working with the children are sharing a common language and way of working. The frustration for us may be that despite the guidance there remain different interpretations of the same materials across settings!

SCS staff have used the EYFS to highlight the specific needs of the deaf child and to incorporate specific advice relating to the child's hearing difficulties into the framework.

The emphasis on observation in the EYFS has provided an opportunity for all those who work with or look after our deaf children to use observation to see how the children function, and to understand their interests and the way they learn. These observations are then used to identify learning priorities and plan relevant and motivating learning experiences for the individual child, so that there is a route to planning which takes into account the individual needs of a child with a hearing loss.

Within our service all staff are more confident in the use of the Monitoring Protocol to track progress and to use this as a tool to plan with the family the next steps for their child. This is also reflected in our pupil records and general paperwork. The impact of the EYFS will become clearer with time. I am sure we will also revise and produce some new paperwork to go along with it.

Jane Peters is the Service Development Co-ordinator with the Sensory Consortium Service in Berkshire.



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I can't believe how much I learned on the course and how much better a teacher this has made me - not just a better teacher of deaf children, but a better teacher in general. It's not just that I understand and am so much more rigorous about the obvious things like the audiology, but I am now so much clearer about how to use IEPs and the support available to focus on the things that will make a difference. My understanding of language and communication and the case studies and practical work we did mean that my advice to schools and families is so much more centred on real assessments and learning. I know that there is still so much that I can learn and I intend to keep coming back for more!
”

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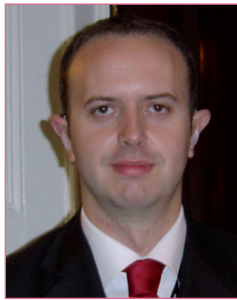
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Sounding positive

Following a recent NDCS campaign, it seems likely that all schools will be required to improve their acoustics and comply with modern standards, as Ian Noon reports

NDCS believes that good acoustics in the school classroom are vital for all children, but especially for the 45,000 deaf children in the UK. Many deaf children tell us that personal amplification and Soundfield systems can help them a great deal to listen and learn. However, educational audiologists and deaf children themselves tell us that these systems are not a 'substitute' for bad acoustics and, in many cases, by amplifying the excess noise in a classroom, these systems can worsen the effect of poor acoustics for a deaf child.

Good acoustics are also vital for teachers. As many BATOD members will know, teachers are disproportionately more likely to experience voice problems compared to other professionals.



Boody Hassan with David Howarth MP at the Houses of Parliament in June 2009 during the NDCS *Sounds good?* campaign

Do schools sound good?

Government regulations state that acoustics in school classrooms should be appropriate to their intended use. Compliance can be achieved by meeting the standards set out in the government guidance document *Building Bulletin 93* (known as *BB93*), which applies to all new school buildings constructed since 2003 in England and Wales.

However, until recently, school buildings were not required to be tested to check that their acoustics comply – *BB93* currently simply 'recommends' it. In effect, *BB93* just requires local authorities to make sure that the acoustics look good on paper, rather than actually sound good in the classroom.

Over the past few years, many teachers have approached NDCS with concerns about acoustics in brand new school buildings, particularly in large open-plan spaces. For example, a state-of-the-art school with a unit in Kent, which opened in 2008, was later found to be non-compliant with *BB93*, even though this was built into the original design specification. Concerns about poor acoustics were also raised with a brand new school in south London, also with a unit, and it was found that the unit had never even been tested.

When NDCS surveyed all local authorities where a new secondary school had been built in recent years, we found that only 21% of local authorities could confirm that their schools had acoustics which met the Government's standards set out in *BB93*. The rest either had failed to meet the standards or did not know because they had not carried out any testing.

Taking action

In the face of these mounting concerns, NDCS decided to launch the *Sounds good?* campaign, with the central aim of a new mandatory requirement for all new schools to be tested for their acoustics before they open. With the Government spending over £7 billion last year on new school buildings, there was a real need to act quickly.

'It was really hard, you couldn't really understand what the teacher was trying to explain... You feel really left out and you feel like you're sitting in a corner in a lonely classroom... so it hurts your feelings a little bit.'
 Rebecca, from Sweyne Park School in Essex, on the school acoustics before refurbishment.

It's a campaign that successfully got the Government's attention – 45 MPs came to a parliamentary event in June last year to listen to deaf children talk about their own experiences of poor acoustics. In addition, nearly 90 MPs signed a petition in Parliament supporting the call for action and nearly 20 organisations, including BATOD, endorsed the campaign.

We also commissioned independent research involving Sweyne Park School in Essex, which had gone beyond the acoustic standards set out in *BB93* in some rooms. This found that good acoustics could be achieved at minimal extra cost and had a significant impact on children's learning.

Ministerial statement

The campaign made a breakthrough in October last year when the Government announced a package of measures to improve acoustics in new schools. This will include a new requirement for secondary schools built under Building Schools for the Future to be tested for their acoustics before they open. In addition, local authorities will not be able to get funding for future

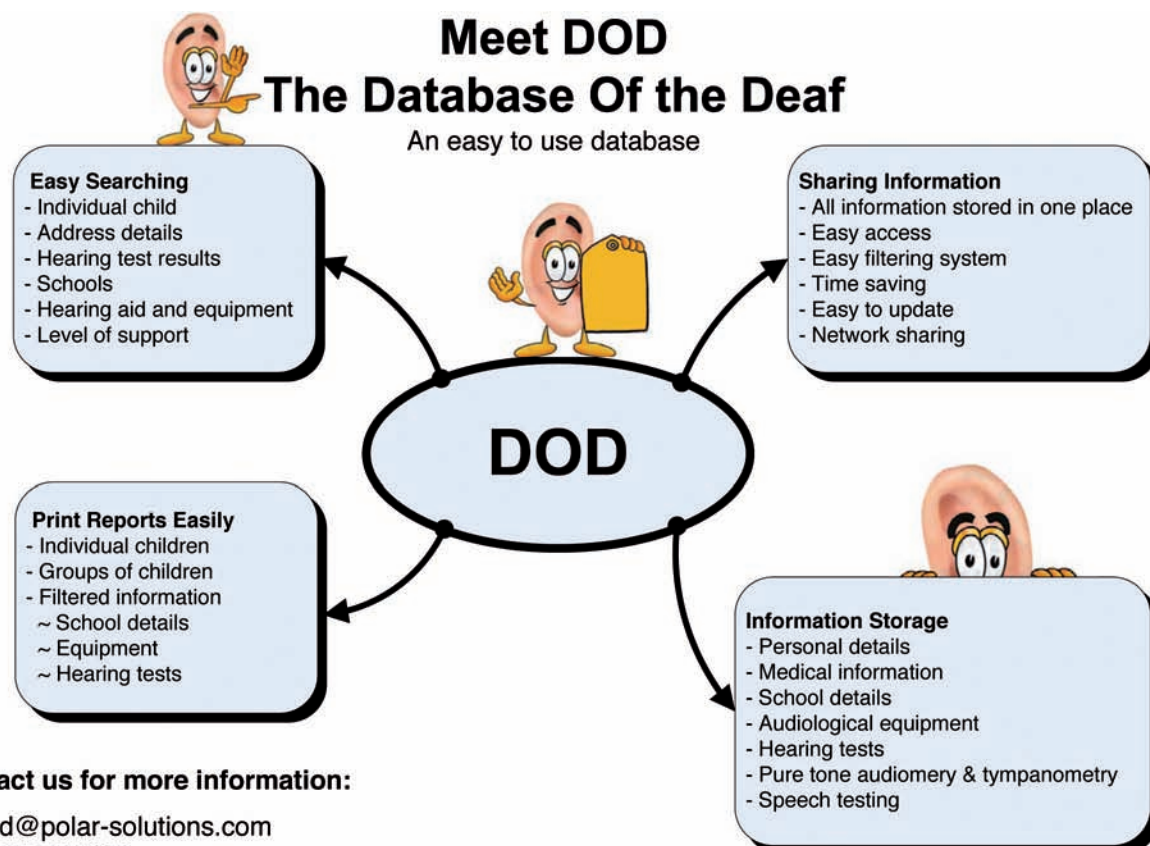
schools unless they can prove compliance in recently built schools. This will apply to the vast majority of new schools due to open in coming years.

The DCSF will also produce guidance on how to achieve high quality acoustics. Over the longer term, it will consult on further changes to *BB93* with a view to introducing a firm new legal requirement for all new schools to be tested for their acoustics.

This was a very positive step forward after months of sustained campaigning by NDCS and our supporters. We will continue to monitor implementation of the package, keeping a close eye out to make sure that the scandal of new school buildings opening with poor acoustics comes to a close.

For more information about the *Sounds good?* campaign and the October announcement, email campaigns@ndcs.org.uk or visit www.ndcs.org.uk/soundsgood/

Ian Noon is the Policy and Campaigns Officer at the NDCS.





An Essex study

David Canning presents an interim report on his research into classroom acoustics in Essex

There has been a lot of interest in the experimental work on acoustics that has been carried out in Essex. It has featured in online discussions, conferences, newspapers and professional magazines in not only the UK but also Europe and the USA.

In recent years, a number of parents of deaf children asked for out-of-county places for their children, poor classroom acoustics being one of the issues raised at special educational needs and disability tribunals. Essex County Council sought to address the issue of classroom acoustics and £150,000 was initially allocated to do this. Following a meeting of education officers and teachers (mainstream and specialist) it was decided to take a considered, evidence-based approach to the classroom refurbishment process. While the building regulations refer to *Building Bulletin 93*, regarding acoustics there is a degree of confusion as to which of the three standards that appear in the publication should be applied in order to create an environment that is appropriate for the inclusion of deaf pupils in mainstream secondary schools.

The research considered the three published standards in classroom acoustic design and sought to explore the impact of these on the occupied classroom:

- *BB93* regular secondary school classroom performance standard (less than 0.8Tmidfrequency)
- *BB93* classrooms specifically for use by deaf pupils (less than 0.4Tmidfrequency)
- BATOD (less than 0.4T 125–4000Hz) (*BB93* Sections 1 and 6)

Studies that have examined the effects of reverberation time in controlled conditions suggest that the lower the reverberation time the better the speech perception. This does not help guide the design of mainstream schools where there has to be a balance between what is achievable and what is desirable. There have been very few peer-reviewed experimental studies using real classrooms that provide helpful guidance. A number of reports, however, have been published in New Zealand which give some direction. In a survey carried out with 122 teachers to identify good and poor classrooms for use in further work the authors found that reverberation times of 0.6 seconds were considered 'poor' by teachers and 0.4 seconds as 'good'. A purely acoustical approach based on the self-masking of typical running speech would suggest a reverberation time of between 0.3 seconds and 0.4 seconds for deaf children.

It was therefore hoped that by conducting a controlled experiment in occupied classrooms ('real' school

situations), it would be possible to assess the impact on the teaching and learning environment and consequently guide the design of new and refurbished classrooms in inclusive secondary schools.

Starting point for acoustical design

The acoustic environment is an often overlooked variable in classroom design. The NDCS campaign *Sounds good?* has recently highlighted this issue with examples of schools that have failed to ensure adequate acoustic environments. Acoustic design in school, however, does have legislative weight: 'Each room or other space in a school building shall be designed and constructed in such a way that it has the acoustic conditions and the insulation against disturbance by noise appropriate to its intended use.' Requirement E4 from Part E of Schedule 1 to The Building Regulations 2000 (as amended) (*Building Bulletin 93* p3).

There have been many studies from around the world showing an association between higher noise levels in schools with lower academic performance and increased stress in both teachers and children. It is also well established that reverberation has a detrimental effect on speech recognition and is a predictable cause of high noise levels. *BB93* addresses unoccupied noise levels and reverberation time, as both are features that can be addressed in the design of a new school or school refurbishment. They are design targets and relate to the 'physical acoustics' of a space.

The way that a classroom functions when occupied might be called 'functional acoustics' and cannot be specified in the physical design as it relates to the occupants and the activity taking place. These are matters beyond the direct control of a building contractor. That there is a link between physical and functional acoustics is clear, but the precise nature of that link has yet to be described.

One key measure of the appropriateness of an environment is the signal-to-noise level as experienced by the children. Signal is defined as 'whatever is important' and noise is 'everything else'. In general the greater the signal-to-noise level the greater the chance of being able to hear and listen effectively. There is a clear relationship between signal-to-noise level and speech recognition in children which has been demonstrated repeatedly in the literature since the seminal work of Finitzo-Hieber and Tillman ('Room acoustics effects on monosyllabic word discrimination

ability for normal and hearing-impaired children', *Journal of Speech and Hearing Research* 1978, 21(3), p440–58).

There are now many automated ways of assessing the impact of signal-to-noise on hearing in children, and in the Essex study we chose to develop an automated audiovisual speech-in-noise test called the Paediatric AudioVisual Speech in Noise Test (PAVT) in collaboration with Advanced Bionics.

BB93 identifies the following communication activities in classes, each of which can be characterised by the signal-to-noise level:

- listening to the teacher when he/she is facing away from the listener
- listening when the class is engaged in activities
- listening to the teacher while he/she is moving around the classroom
- listening when other children are answering questions
- listening when other adults are talking within the same room
- listening to peers when working in groups
- listening in situations with competing background noise from multimedia equipment.

BB93 goes on to state that 'a teacher should manage teaching in such a way as to ameliorate the challenges faced by a student with hearing difficulties. However, the better the acoustic conditions, the less challenging will be the situations described above.'

The acoustic challenge is to create an environment that allows a signal-to-noise level to prevail that is appropriate for each deaf child in each communication activity. The required signal-to-noise level is likely to be different from one deaf child to the next and the PAVT was used to explore the range required.

Study design

The decision by Essex County Council and the co-operation of one large resourced secondary school created the opportunity to undertake a counter-balanced experiment that changed just one variable – the amount of acoustic absorbency in the room. Four similar classrooms from one faculty area were chosen and refurbished to be visually similar. The materials used to alter the total absorbency within the room were also visually similar although they had very different acoustic properties. At various times over two academic terms, the rooms had the acoustic treatments changed. This occurred at the weekends so that teachers would not notice a visual change in the room. Only the school Learning Environment Leader was aware of the precise room treatment, and everyone else, including staff collecting data, was blind to the precise condition. One of the four rooms acted as a control, with the

other three rooms variously being treated to one of the desired acoustic standards.

A number of measures were obtained, including a complete range of acoustic parameters of empty and occupied classrooms. Interviews and questionnaires were also used along with expert listening panels and speech discrimination tests. This has generated a considerable quantity of data that is currently being analysed. Where data requires coding it is being done blind to the condition.

Interim findings

In total 400 children were involved, including 25 hearing-impaired children; nine teachers were also involved directly in the research and more than 120 lessons were studied. Data relating to the physical sound levels in working classrooms has been the first aspect of the study to be analysed and is reported here briefly.

Sound levels and reverberation time

The impact of adding absorbency into a classroom on the working environment is complicated. Adding absorbency can have an impact on the class in unexpected ways. It has been observed to change dramatically both teacher and student behaviours. If this is the case it is likely that this will be observed in the physical acoustic data of occupied classrooms.

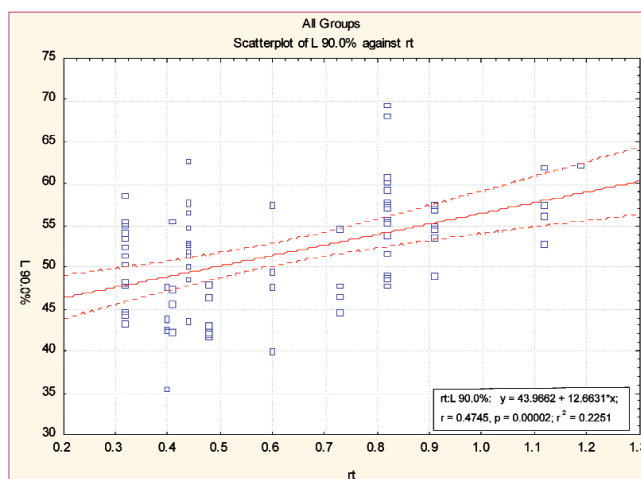


Figure 1: Graph showing the statistical measure L_{A90} (sound level that is exceeded for 90% of the time) against reverberation time. Dashed lines indicate 95% confidence intervals

The statistical measure of sound L_{A90} is often used to represent the background noise level. In Figure 1 the L_{A90} of each of the 120 lessons recorded has been plotted against the reverberation times of the classrooms. It should be noted that there is a distribution of reverberation times because predicting the actual reverberation time of an unoccupied classroom prior to refurbishment was not a certain activity. What can be seen from the data is that there is a very clear relationship between reverberation time

and L_{A90} . The longer the reverberation time the greater the level of sound in the room. This is consistent with the findings of David McKenzie during the Herriot Watt study in the late 1990s of 70 primary classrooms which showed reductions following sound treatment in the order of 7–9dBA in occupied working classrooms although only small reductions in unoccupied classrooms.

Perhaps a measure that might be more meaningful to teachers is the proportion of time that classes exceed 65dBA. This is a level that many would find comfortable and sustainable in a working classroom. Figure 2 shows the proportion of the class time exceeding 65dBA for all classes observed plotted against reverberation time. It can be seen that there is a relationship between reverberation time and proportion of time that classrooms exceed 65dBA.

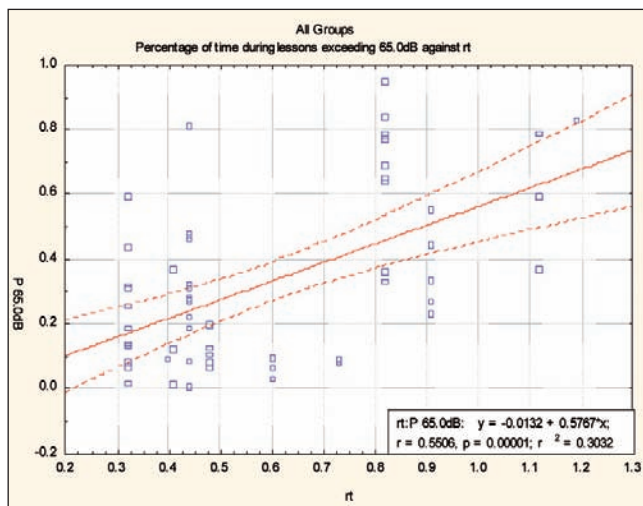


Figure 2: Graph showing the proportion of time during which classes exceeded 65dBA plotted against reverberation time. Dashed lines indicate 95% confidence intervals

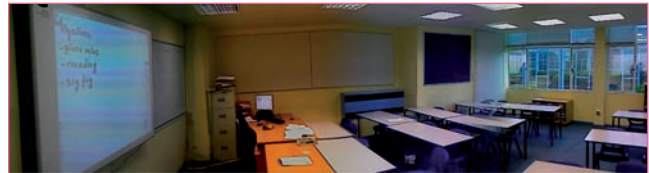
Clearly both figures require detailed exploration and interpretation as the nine teachers who took part in the study had different teaching styles (although the curriculum area was the same). However, the message appears clear – the more absorbency in a room the more likely it is to be acceptably quiet. Because no other variables were manipulated in the study, the changes must be a consequence of altering the amount of absorbency in the rooms.

Discussion

This short report on interim findings from the Essex study has given a tantalising glimpse at the effect of taking control of the physical environment. One of the more important findings is that sound treatment can be added to very ‘typical’ classrooms. It is not complicated and not particularly expensive and we found that modifying rooms to have a short reverberation time was much easier than accurately achieving relatively long reverberation times recommended in *BB93*. Essex County Council calculated the costs to be small in



One of the classrooms before the study



The same classroom after refurbishment – the rooms remained visually similar for all acoustic conditions

relation to the benefits. More importantly, there is support for avoiding the minimum standard (0.8 seconds reverberation time) and aiming for the 0.4 seconds as a target for all work regardless of any expected inclusion of deaf children. This would be consistent with some international approaches and the current drive in the USA to introduce ‘international building standards’ of below 0.5 seconds for all classrooms.

We will have to wait until the full report is available later this year to discover whether the classrooms have been able to create opportunities for appropriate signal-to-noise levels in all communication activities; however, a recent *See Hear* programme interviewed children from the school. They reported that the sound-treated rooms were now ‘fair’ and made them feel ‘equal’ and able to participate on equal terms in a classroom.

If you would like further information about the study, have a look at the acoustics bulletin maintained by Ecophon (<http://acousticbulletin.com>) and search for Essex. Some information about the classrooms is also available online (<http://tinyurl.com/UCLAPDCA>).

David Canning is Study Leader and Director of Hear2Learn, an independent educational audiology consultancy.

Further reading

Building Bulletin 93: Acoustic Design of Schools, David Canning et al, DCSF, 2003, TSO

Classroom Acoustics, A New Zealand Perspective, Oriole Wilson et al, Oticon Foundation in New Zealand, 2002

Classroom Acoustics – Milestone 6 Report – An investigation of the classroom acoustics needs of primary school children, James Whitlock and George Dodd, University of Auckland, 2002

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Morpheme trials

Terezinha Nunes's project investigated the use of deaf students' visual skills to promote their knowledge of English literacy

Oral English is related to written English in two ways. The first is by letter-sound correspondences. Letters represent the sounds of English language, so students need to access sounds in order to know what letters stand for. This is difficult for deaf children but many methods have been developed to improve their access to sounds.

The second connection between oral and written English is less explored in teaching deaf students. Written English represents units of meaning, called morphemes. The word 'magician', for example, has two morphemes, magic + ian: the 'ian' is a suffix (ie a morpheme at the end of a word) used to form person words (eg mathematician, musician, electrician). Suffixes have the same spelling across words: they are *visual* units and it should be possible to help deaf students use them in reading and writing, if they understand how suffixes work in English.

Raising deaf students' awareness of morphemes should help them with reading comprehension and writing skills

Morphemes are important for word recognition and for reading comprehension as well. For example, the sentences 'I visited my parents on Sunday' and 'I visit my parents on Sundays' have different meanings. In order to understand the difference between these two sentences, you need to use information from suffixes. It goes without saying that when you want to convey meaning in writing, you need to use suffixes too. So, raising deaf students' awareness of morphemes should help them with reading comprehension and writing skills.

Finally, the written vocabulary in books used in primary school exceeds oral vocabulary by tens of thousands of words. If you are a primary school child and want to reach good reading comprehension in English, you will be better off if you know how to analyse written words which are new to you, in morphemes. Think of the word 'disheartened', for example. We can say that it is a bookish word. In conversation, we might say that someone was sad; it is unlikely that we would say 'disheartened'. 'Disheartened' has four morphemes: 'dis', 'heart',

'en' and 'ed'. Each one conveys some information about the meaning of disheartened. If you come across this word for the first time in a book, and you know something about morphemes, you can have a good stab at its meaning. The difference between oral and written vocabulary gives us one more reason to promote deaf students' awareness of morphemes.

With the support of the Nuffield Foundation and the National Deaf Children's Society, my colleagues and I carried out a project in which we first assessed deaf children's awareness of morphemes. Later, we developed materials to promote this awareness and studied the impact of improving awareness of morphemes on reading comprehension and writing skills. Each step in the project is described here briefly.

Assessing deaf children's use of morphemes in writing

In order to assess deaf children's awareness of morphemes, we analysed how they used suffixes in spelling. We dictated to them words in the context of sentences so that they knew what the words were. The sentences and words were spoken and signed. We also showed them pictures to help them know what we expected them to write. For example, we showed them a picture with many windows and asked them to write the word 'windows', completing the sentence 'These are _____'. Some of the words had simpler suffixes, such as the 's' for plural and 'ed' for past tense, and others had more difficult ones, such as the 'ian' in the end of 'magician' and the 'ion' in the end of 'confusion'.

We compared the deaf children's spellings of suffixes with the spellings produced by a sample of hearing children whose scores in the Schonell Spelling Test were equivalent to those obtained by the deaf children in this same test. The deaf children's (270 in number) age range was from 6 to 12 years; the hearing children's (72) age range was from 6 years to 9 years and 2 months. The hearing children were younger because we wanted them to have equivalent spelling scores to the deaf children. We then compared the deaf and hearing children's scores in suffix spelling – ie we analysed only how well they had written the 42 suffixes at the end of the words we asked them to spell in our own test. The

deaf children's mean was 13.1 suffixes correct; the hearing children's mean was 19.4 suffixes correct. This difference was statistically significant, which indicates that the deaf children performed less well than the hearing children in the use of suffixes in spelling, even though they had similar spelling ability in other words that do not have suffixes.

Many teachers who tried out the programme have found that their students developed an interest in learning new words

The delay that the deaf children showed in knowledge of suffixes puts them at a disadvantage in word reading as well as reading comprehension because, as pointed out earlier, much information in a sentence comes from suffixes. Following this, we decided to develop a programme to raise deaf children's awareness of morphemes in written English.

Promoting deaf children's knowledge of suffixes and its impact on literacy

In order to help deaf students use morphemes in reading and writing, it is necessary to raise their awareness of English grammar also. The 's' at the end of a noun indicates plural (eg 'The boys run in the playground') but, at the end of a verb, it indicates singular, present tense (eg 'The boy runs in the playground'). So the teaching programme needed to help students become more aware of grammar and morphemes in written English.

The programme was based on work that we had carried out with hearing children and designed over four years. We had the opportunity to test its effectiveness twice, once at the end of the first two years and a second time when we completed the project development (referred to as the first and second trial, respectively). Before each trial, the teachers who were going to test out the programme participated in a workshop in which we discussed the basis for the programme and its different components. The teachers who signed up to test the programme and could not be invited for the workshop, due to large numbers already signed up, went on a waiting list. Their students formed the comparison group for analysis of the effects of the teaching programme. At the end of the project, the teachers on the waiting list were invited to a workshop in which they had access to information about the programme and to all the materials.

The programme includes teacher-led activities, supported with the use of *PowerPoint* in the

computer, board games and online computer games to offer the children further practice, and books designed to create opportunities for the children to use their knowledge of morphemes in text.

For both trials we compared the progress made by the children who had been taught about morphemes to that made by the children in the comparison group over approximately six to eight months. For both trials, the taught group made significantly more progress than the comparison group in the use of suffixes in spelling and also in reading comprehension and writing skills. Many teachers who tried out the programme have found that their students developed an interest in learning new words and these teachers have continued to use it with their new students.

The programme can be downloaded from our website: www.education.ox.ac.uk/research/resgroup/cl/ndcs/resources.html/ The site contains information on the background to the programme, its aims and fit with the English framework for teaching literacy, and information on the assessment.

Terezinha Nunes is the Chair of Educational Studies at the Department of Educational Studies, University of Oxford.



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Time well spent

Lindsey Rousseau focuses on the activities of the National Sensory Impairment Partnership



about NatSIP and associated activities, on the website at www.natsip.org.uk/

NatSIP is no different from any other organisation today; we set targets and have to deliver outcomes within a timescale. Targets are always SMART (Specific, Measurable, Achievable, Relevant and Time-bound), and they should be DUMB too (Doable, Usable, Manageable and Beneficial). Perhaps that reflects the way we like to work in NatSIP – looking at things together, from a different point of view, being solution focused and working on challenges that impact on children and young people with sensory impairment, their services and schools.

Mention of the National Sensory Impairment Partnership (NatSIP) occurs throughout the BATOD Magazine and by the time you receive this we shall have had the third working day on 17 March. It is never too late to thank you for the active support that you have shown in the realisation of the national partnership, nor to let you know a little more about the behind-the-scenes co-ordination of the working groups.

The agreed purpose of NatSIP is to improve outcomes (with reference to Every Child Matters) for children and young people with sensory impairments, narrowing gaps with their peers through joint working in services for these children.

Our launch and first working day, in September 2009, was well attended with good national representation and a commitment from all present to participate in working towards the goals set in the agreed action plans. The photographs shown here are a reminder of a very useful day. More are available, with information



The second working day on 14 January aimed to bring us up to date on the progress towards those outcomes, and the workstream leaders have been actively pulling together the strands of work being undertaken in regional and local groups. This is no mean task as it takes place on top of everyone's ever-growing day job. The results and benefits of getting together to tackle issues and discover good practice to share are so worthwhile though that those who participate find the time given well spent.



There seems general agreement that NatSIP serves a valuable purpose and we would encourage you to become aware and involved in the work. There should be a small working group happening near you, and with electronic communication, partnership working with others further afield is possible too. BATOD and other SI regional groups may be linked in to a specific activity of interest and use to you.

Lindsey Rousseau is the facilitator for the National Sensory Impairment Partnership



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Want to train to teach deaf pupils?

The School of Education, at the University of Birmingham, offers a wide range of postgraduate and professional development opportunities for teachers and other professionals who wish to study towards higher qualifications or gain mandatory qualifications.

BPhil/Postgraduate Diploma in Special Education: Mandatory Qualification for Teachers of Children with Hearing Impairment

This two-year part-time Distance Education programme has been approved by the Department for Children Schools and Families as meeting Training and Development Agency (TDA) standards for training teachers requiring the mandatory qualification as a teacher of the deaf. This programme includes two periods of assessed teaching of deaf children. It is relevant for students throughout the UK and Ireland. Successful completion of the programme leads to TDA recognition as a qualified teacher of the deaf.¹

BPhil/Postgraduate Diploma in Special Education: Education of Learners with Hearing Impairment

Students who are not qualified teachers, working in Further Education or as Communication Support Workers are welcome to apply for the alternative programme. These students are eligible to obtain the University qualification but they do not undertake the practical teaching element of the programme and do not attain qualified teacher of the deaf status.

Both programmes include modules in the following areas:

- Language acquisition in deaf children
- Educational audiology
- Working with families who have a deaf child
- Multi-professional work
- Approaches to the education of deaf children and young people
- Curriculum

On both programmes practical work is given particular emphasis and comprises:

- An extensive programme of visits to schools, audiology clinics and other establishments
- Practical workshops in audiology and language assessment

Programme delivery and student support:

- Programmes include written and online elements
- Programmes may be studied at BPhil or Postgraduate Diploma (Masters) level.
- Students are supported by regional seminars
- All students must attend the one-week residential school in January and expect to spend time in independent study. Ideally students should spend one half day per week for course related activities

- Students are assessed in their practical teaching, written assignments and a practical audiology test

Entry requirements:

- Students wishing to obtain the mandatory qualification must demonstrate that they have met all the relevant TDA criteria, including signing competence (Signature Stage 1 in BSL or ISL equivalent).

Applications are now invited from experienced and qualified teachers for the programme commencing September 2010.

Application forms and further details are available from:

E: Education@bham.ac.uk
T: 0121 414 4866

Alternatively for an informal discussion please contact Louise Oram.

Louise Oram
E: l.oram@bham.ac.uk
T: 0121 414 4451.

Notes

¹ Applicants who are qualified teachers but not practising might require a Criminal Records Bureau (CRB) enhanced check for their school placements. Candidates who are practising teachers are unlikely to need this clearance but schools might request it. The University can help carry out any necessary checks.

Access to phonics and literacy

Anne Worsfold advocates Cued Speech as a tried and tested method of developing good word recognition and good comprehension in deaf pupils

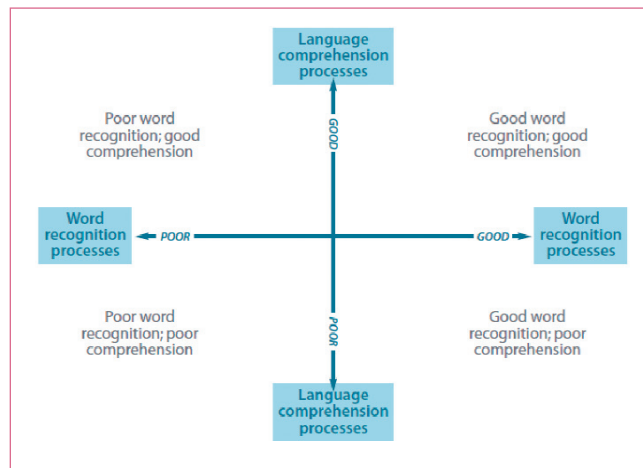
Over the years Teachers of the Deaf have tried to give their pupils full literacy – with varied success. But what do children need in order to become literate?

According to the Rose Report (Jim Rose's *Independent Review of the Teaching of Early Reading*) children need two different but connected 'skills' or 'areas of knowledge':

- Language comprehension processes
- Word recognition processes or phonics.

See the diagram below:

Different patterns of performance



Source: Jim Rose's final report: *Independent Review of the Teaching of Early Reading*, March 2006.

Good readers fit into the top right-hand quadrant; they have 'good word recognition' and 'good comprehension'. Poor readers may have problems with either word recognition or language comprehension. But the most disadvantaged children are those in the bottom left-hand quadrant with problems in both areas.

It is immediately apparent why most deaf children struggle with reading; with a lower than normal understanding of both language and phonics they are firmly in the most disadvantaged quarter. No wonder they have literacy problems! Their deafness cuts them off from both spoken language in its entirety and – inevitably – the sounds which are the building blocks of spoken language.

So how can this be changed? How do Teachers of the Deaf give deaf children access to language and phonics?

BSL will give deaf children a language which they can use to think, but it has no direct relationship with spoken or written language. Users of BSL will have no day-to-day knowledge of phonics. Although various systems of 'visual phonics' can teach the sounds of English, BSL users cannot apply these sounds to the (sign) language they use because it's a totally different language. Like finger spelling, visual phonics cannot be used on a whole language level.

The combination of visual phonics and BSL can give deaf children some word recognition and comprehension – but word recognition is in English and comprehension is in BSL! The two do not tie up, which is surely the whole point of learning phonics.

Deaf children need a way to access fully and understand all of the sound-based spoken English in day-to-day interaction and one which also ties in with the individual sounds of spoken English. They need good word recognition and good comprehension in the same language. This is a prescription for Cued Speech.

Using eight handshapes in four positions Cued Speech conveys whole language sound by sound and in real time by clarifying the ambiguous or invisible lip-patterns of speech. Through Cued Speech deaf children can learn and understand the whole of the English language – acquired naturally in the same way as hearing children acquire language, but visually. They can then bring this understanding to learning to read; they can make the association between the words they already know and the sounds these words contain.

Cued Speech can be used on a whole language level and on a phonetic level. Deaf children brought up with Cued Speech have good word recognition and good comprehension; they fit firmly into Jim Rose's top right-hand quadrant – the best readers! It is not surprising therefore that research shows that children brought up with Cued Speech have reading levels which equal those of hearing children.

The success of Cued Speech in giving access to whole language is well documented. It can be used from babyhood and will give deaf children the ability to think in English. Research shows that deaf children brought up with Cued Speech learn to read using phonics in the same way as hearing children.

A parent whose son was born profoundly deaf and who started to use Cued Speech when her son was just a few months old says, 'Just after my son's second birthday he received a cochlear implant. I think this was when I really began to marvel at what Cued Speech had given him. Just five days after "switch on" he began to respond to sound that had simply not been accessible to him before. Within a couple of months he had literally mapped the new sound onto the Cued Speech that he was used to seeing. I found that day by day I was able to cue less and less. He was already completely familiar with seeing English through Cued Speech and quickly became used to hearing it. He didn't have to learn English from scratch; he had already internalised it. It was literally just a few weeks before he started talking and at just one year post-implant he had caught up the language gap and had age-appropriate expressive and receptive language. I don't doubt that without Cued Speech he would not have been in that situation.

'At two-and-a-half he started to notice letters and words around him and his big brother's Jolly Phonics homework and school reading books. I put each written sound his older brother was learning on the kitchen wall and then added a cued graphic to each one too. By three years old Z knew all his letter sounds and names; again he seemed simply to map the visual representation of a sound he had through Cued Speech onto a new visual representation of the written letter. By three years old he had started sounding out consonant-vowel-consonant words for himself and was able to read them. I remember being amazed at the time by what he was able to do and by what Cued Speech had given him easy access to. My amazement just continued to grow, however, as he quickly started reading more complicated words and over a period of six months zoomed through the Jolly Phonics using Cued Speech. He has now become an amazing little reader, far exceeding everything my two hearing children were able to do at the same age.

'When Z was first diagnosed as deaf, one of my greatest fears was whether he would be able to learn to read. As it turned out I really had nothing to worry about. Z at three years and seven months has just had a reading test with an educational psychologist and has come out with a reading age of seven and a half! If I hadn't witnessed it myself I'm not sure I'd actually believe it was possible. Undoubtedly Z has a love of and talent for the written word, but I know this talent would not have been realised if he hadn't had access to Cued Speech.'

Although designed to give whole language access, Cued Speech is very efficient at giving access to

phonics and some teachers have used it specifically with phonics work in the classroom. It has a number of advantages over other systems:

- There are only 12 cues for the 44 sounds (the rest of the information being on the lips) so it is easy to learn.
- It very clearly shows the difference between consonants (shown by handshapes) and vowels (shown by position); this instantly gives pupils extra information about the composition of language.
- Children pick it up quickly and easily.
- Research shows dramatic improvements in phonetic awareness with little input in terms of time.
- It can be used to build whole words and sentences – in real time.
- Because lip-reading is an integral part of the system, deaf children familiar with Cued Speech are more skilled at lip-reading people who do not cue.

Used at a whole language level it will also give the information about the stress and duration of words and phrases that is so important for speech and lip-reading.

The Cued Speech Association UK, a national charity which provides information about and training in Cued Speech, is offering low-cost one-day workshops. The workshops will cover the basics of the system, the research which proves its success, and information about how to use Cued Speech. They will also introduce the e-learning programme.

These one-day workshops are suitable for:

- parents and professionals who just want a 'taster' in order to decide if they want to use or recommend Cued Speech
- parents and professionals who wish to learn Cued Speech primarily through the e-learning website: www.learntocue.co.uk
- professionals who need to know about Cued Speech in order to ensure that they pass on accurate information to parents.

To enquire about low-cost workshops or to arrange one for your group contact: kim@cuedspeech.co.uk. To discuss the use of Cued Speech contact: anne@cuedspeech.co.uk. For more general information or research details visit the website at www.cuedspeech.co.uk or call 01803 832784 or email info@cuedspeech.co.uk. The e-learning programme can be found at: www.learntocue.co.uk/ (Please note that we strongly recommend attendance at a one-day workshop before using this website to learn to cue.)

Anne Worsfold is Executive Director of the Cued Speech Association UK.

A new perspective

Searching for an alternative and more engaging approach to teaching English to deaf pupils who use BSL, **Margaret Kinsman** explored the ESOL qualifications

I am soooooo happy! I have passed my English. Ta Mrs K.' I was thrilled to read that text. So often exam result day reveals passes in all subjects apart from English, or at best a poor pass.

English is a complex and at times confusing subject but nevertheless an important one. Deaf pupils want to succeed but often experience frustration at having to study components of the mainstream English course when they have a weak grasp of the rubric of English. The content is often inappropriate for them and focuses on aspects of English which many deaf pupils view as unimportant.

Four skills – speaking, listening, writing and reading – are internally assessed at each level

This is more so when the pupils use BSL as their first language or their preferred language to communicate and/or to access the school curriculum. So often the pupils have good study skills and high levels of motivation but they do not receive a grade that reflects their cognitive ability.

Individual v mainstream

English for Speakers of Other Languages (ESOL) qualifications focus specifically on developing an individual's English speaking, listening, writing and reading skills in the context of his or her daily life. There is little focus on literature, but rather on the daily application of English. There are five levels in the Scottish curriculum: Access 2, Access 3, Intermediate 1, Intermediate 2 and Higher. At Intermediate 2 and Higher, the pupil is required to study two units from a choice of three – 'Everyday Communication' is mandatory and one from 'Work and Study' or 'Transactional' as a second choice. Four skills – speaking, listening, writing and reading – are internally assessed at each level and in each unit with an external exam. All four outcomes must be passed.

ESOL courses were not specifically developed for deaf pupils. The courses are accredited by the national qualification bodies: in Scotland this is the Scottish Qualification Authority (SQA). I contacted them when I first contemplated the possibility of some BSL pupils studying an ESOL course and also for advice concerning special exam arrangements. It is possible to study this course alongside a mainstream English course either as extension materials (this proved to be highly successful for one

senior pupil who had difficulties grasping tense structures), expanding vocabulary relevant to the situation and/or as a stand-alone course.

Practical v theory

Practical-based tasks are set for outcomes 1 and 2: a conversation with another person and a written task. Duration and length of task will vary according to the level. During preparation of their talk the pupils are actively encouraged to consider the vocabulary they will use. This enables them to think about word choice, sentence construction and appropriate conversational repair strategies while retaining the integrity of the communication task. This lends itself to collaborative working with the speech and language therapist.

Drafting of the written task is not only permitted but encouraged. Pupils are encouraged to reflect, review and modify their work, giving them ownership of their learning in a meaningful manner: key components of the Curriculum for Excellence. Creativity cannot be ignored or be tokenistic.

By embracing change we can drive up standards, improve confidence and equip pupils for their future

The assessment of outcomes 3 and 4 is test based following controlled and supervised conditions. The assessment tools range from true/false, multiple choice and short answer questions, sentence completion and matching for the understanding of spoken English. Applying for live speaker(s) was permitted under the 'candidates with disabilities and/or additional support needs' (SQA special exam arrangements, www.sqa.org.uk/sqa/14976.html). Guidance and support are readily available either from the course arrangement document, online and/or directly with SQA – I am appreciative of all the support and assistance I received from the SQA.

Innovation v status quo

I believe that we, as Teachers of the Deaf, need to be open to making changes to the way we support this core subject. By embracing change we can drive up standards, improve confidence and equip pupils for their future. Since introducing this course, I now have pupils with real desire to engage in this subject. No longer am I greeted with sullen downturned mouths at 1.40pm on Monday afternoon! The pupils enjoy the rich and diverse learning experience: paper and pen

work, interactive CD-ROM program and a variety of activities. There are many additional activities and resources on the internet.

The rainbow v the pot of gold

While this rainbow brightens a dark sky, the pot of gold appears slightly more elusive. ESOL clearly addresses the needs of people who are speakers of other languages but there are limitations – it is not accessible to deaf pupils who don't use BSL and/or those who have no (or very poor) speech.

It is important to strike the right balance of being inventive and innovative yet retaining integrity

Speech intelligibility is subjective and depends on a number of factors, some out of the control of the speaker. The oral presentations have to be videoed, not as part of the assessment process but for external verification. However, videoing instantly reduces clarity and intelligibility and therefore when reviewed by an external verifier the presentation of the pupil's speech maybe deemed poor.

There are inherent difficulties to listening – background noise, room acoustics and absence of lip patterns, especially when listening to a CD.

Ability v disability

When I consider any new course, material or resource I ask the simple question 'Is it fit for purpose?' It is important to strike the right balance of being inventive and innovative yet retaining integrity, of being robust and reliable yet avoiding duplicity and a watering-down of the task.

It has been said that great innovations often stem from looking at an old problem from a new perspective. ESOL has provided a new perspective to this age-old problem and has supported my aspirations to improve deaf pupils' acquisition of English.

Margaret Kinsman works in Dingwall Academy, a large secondary mainstream school in Scotland supporting deaf pupils to access the curriculum. She is also an associate assessor with Her Majesty's Inspectorate of Education and a qualified and registered sign language interpreter with the Scottish Association of Sign Language Interpreters.



Education and Culture

Leonardo da Vinci

BATOD, through its membership of FEAPDA, the European Federation of Associations of Teachers of the Deaf, is part of an exciting Leonardo da Vinci European project. The project has five partners. In addition to BATOD there are the universities of Malta, Leuven in Belgium and Oxford Brookes with Mary Hare School as well as the coordinating partner - the English Local Authority of Telford and Wrekin.

The project aims to draw up pan-European competences for Teachers of the Deaf. However, before we can do this we have to find out what the need is. In each country the appropriate partner will be approaching ToDs with a short questionnaire about the competences needed by Teachers of the Deaf to carry out their work.

Some countries have no specialist training at all for Teachers of the Deaf and others very little - and very rarely is it mandatory so there is a clear need for this work.

Your questionnaire will be sent to you by the English partners so please take some time to complete it and return it and help BATOD contribute to this excellent European development.





The Chatterbox Challenge

Wendy Lee explains why the annual campaign from I CAN should be of interest to Teachers of the Deaf



Learning to communicate is the most complicated process our brains have to master. Understanding and organising language and communicating messages so that they make sense to others are incredibly complex tasks. Children use language and communication skills to learn, interact, think and reason; they need these skills in order to make friends and share their thoughts, feelings and experiences, and to access information and learn. For many children, including those with hearing impairments, several aspects of this process do not come easily.

I CAN estimates that 10% of children have long-term speech, language and communication needs (SLCN), either as their primary disability or as part of another condition such as a hearing impairment or learning difficulty. In addition, there are large numbers of children in some areas of the UK starting primary school with delayed language. In some areas, particularly those of social deprivation, around 50% of children are starting primary school without the basic speech and language skills they need to learn and make friends.

To raise awareness of the importance of communication for all children, and in particular for those children who find it difficult, I CAN has developed the Chatterbox Challenge. It runs on the principle of making language

and interaction fun; there are songs, games and activities, all of which help to support different aspects of language and communication. Each year activities are based around a particular theme – this year, the theme is mini-beasts and the garden.

For early years settings there are songs and activities tied into the theme. For primary-age children there are ideas for school assemblies, including the use of drama, with follow-up activities that can be done within the classroom, as homework or extended school activities to support vocabulary, categorisation and interaction between pupils.

The activities are designed to support language and communication for all children and though not created for children with specific language needs, such as those experienced by children with a hearing impairment, they aim to be as inclusive as possible.

For early years settings the Chatterbox Challenge includes the use of songs, which are often part of their plans and routines and are a great way to support communication. They are fun for young children to do as they are full of repetition, which helps with remembering words. Singing action songs means that words and meanings in songs can be linked together and children with the poorest language can join in. The

visual support suggested through pictures and signs makes songs accessible to the majority of children.

Support for vocabulary development is also embedded in the Chatterbox Challenge. Evidence-informed principles around best practice for vocabulary teaching form the foundation for the exercises. Activities are used that encourage the repetition of words and sentences in different situations, link new vocabulary to words children already know and practise them in real-life situations. This helps with understanding as well as expression and there are activities linked to all the songs in the Chatterbox Challenge which encourage this to happen. For example, sorting games are included, which are great for getting children to understand category words, think about the attributes of different words and how words are similar or different, both in terms of meaning and phonic make-up.

One of the main principles running through the Chatterbox Challenge is how much fun communication



Taking part in I CAN's Chatterbox Challenge not only raises awareness around communication and those children who struggle, but is a good way for all children to have fun with communication.



can be and the important role adults play in communicating with children and supporting their language through developing and scaffolding their current skills. Children really benefit from adults communicating with them, sharing new words and ideas, encouraging them to take turns and develop language and communication skills. Building language and communication skills through conversations, play activities and day-to-day routines is a great way to support children's development and is encouraged through the Chatterbox Challenge materials.

I CAN aims to raise awareness of how important communication is for all youngsters. For children with SLCN, this will involve collaboration between professionals and parents, including specialist support for children, and following key principles around the fundamental role played by adults in supporting these skills.

As well as Chatterbox Challenge, I CAN works in many different ways to ensure all people who have a responsibility to children – from parents and teachers to service commissioners, providers and policy makers – understand the fundamental importance of good communication skills for children's development and future life chances.

I CAN produces a wide range of information, training, support and online resources for children, families and professionals which are available through the I CAN website at www.ican.org.uk/. The resources cover the early years and primary schools and are freely accessible. Although not

designed for children with a hearing impairment, they may be useful additions to materials used by Teachers of the Deaf to support language and communication skills. Many work on the principle of supporting language through multi-sensory approaches, with an emphasis on visual materials to support language development. The majority are based on a foundation of evidence around strategies that work to support language in children with SLCN.

Additional information is available through the Talking Point website, which is a great source of up-to-date information on all aspects of communication development and disability, with information and resources for parents and professionals – www.talkingpoint.org.uk.

Wendy Lee is a speech and language therapist and a professional adviser for I CAN.



Conference content

Late last year **Ann Underwood** chaired a fascinating conference offering support and strategies to professionals working with deaf pupils who have ADHD or autism

Following the National Deaf CAMHS stakeholder meeting which I described in the November Magazine I was asked to chair a conference on recognising ADHD, autism and deafness in the classroom. I was pleased that I had available advanced copies of the Magazine to share with delegates, as there were several articles which supported the conference content.

This conference was designed to develop a better understanding of deaf children with ADHD and autism and provide tools for working with them effectively in the classroom. The clinical team at Corner House In-Patient Unit provided the speakers. Dr Nicoletta Gentili, a consultant in child and adolescent psychiatry, began by outlining the diagnosis (or not) of ADHD. It appears that there is a basic disagreement between professionals about the diagnosis and management of ADHD, which is not a neurological disorder but a developmental disorder of self-control. Normal contributing factors in the population are, for deaf children, exacerbated by the effects of deafness where communication is involved. Nicoletta's presentation can be found on the BATOD website at [Articles >> Mental health and self-esteem](#).

Joanna Hoskin, a speech and language therapist at Corner House, outlined autistic spectrum conditions. One of the biggest challenges is sorting out if a language, social or emotional delay is due to the effects of deafness or if it is indicative of autism. Assessments that could be used normally have not been standardised for deaf youngsters and there is a scarcity of guidance and resources for parents and professionals. Following the talk delegates had a better understanding of the challenges facing these children who may have a lack of communicative intent, no joint referencing and a lack of shared attention. Joanna's presentation is also available on the BATOD website.

There were two workshops during the afternoon – delegates choosing the ADHD workshop were asked to identify concerns within the age group they work with, and Matty Chalk, a chartered psychologist, offered strategies and ideas for practice. Using a case study, he suggested that the distraction of the environment was a major factor in behaviour, and that behaviour management was most successful when the family and home life are involved. If each 'symptom' is dealt with, the situation will need constant evaluation and reassessment so Matty suggested that the label was not as important as the outcomes.

The alternative workshop, run by Joanna Hoskin and Richard Walker (Head of Corner House School), was very popular. After a discussion about approaches to youngsters in the most severe situations that bring them to Corner House for assessment and treatment, the group shared individual examples. The result was several Teachers of the Deaf leaving with new ideas for approaching situations with the young people with whom they work. The handouts from this workshop can be downloaded from the BATOD website.

It was evident that both workshops gave similar messages and that the approach to behaviour management has to be consistent from all involved whether the 'label' is autism or ADHD. To ensure that everyone knows what actions are expected in response to behaviours a system must be in place to quantify action and reaction frequency, and good team work must be operating (professionals and parents).

One important aspect which came out of the discussions was the need to demonstrate what happened and to work out if situations could be improved. Richard Walker provided those present with a pack suggesting a format for developing a behaviour support plan. This aims to show when the behaviour that caused concern happened, possibly what caused it and what the reaction of staff was. Staff can then agree on a particular action and verbal response for future occasions. The plan helps to record the frequency of inappropriate behaviour and the effect of the agreed action. Richard discussed strategies for consistent support for good behaviour and suggested a format for dealing with transgression of agreed 'rules'. Recording this evidence is very important, especially for reviews, as records can be used to show that further help is necessary or that approaches are not succeeding. The suggested format is available on the BATOD website.

This was a useful conference offering support and strategies to delegates that could be put in place effectively to help deaf youngsters improve their behaviour and interaction, and that could also improve general classroom discipline. In fact, many mainstream schools do have positive behaviour management techniques and policies in place which parallel the suggestions made during the day. If there is still cause for concern then the assistance offered by the NDCAMHS will provide a firm basis to begin further guidance and treatment.

Ann Underwood is President of BATOD

Time for rhymes

Signed nursery rhymes can now be appreciated by deaf children thanks to a new collection on the Signed Stories website



Visitors to www.signedstories.com are bucking the trend that has seemed to indicate that nursery rhymes are too old-fashioned to interest young children today.

Since Handy Rhymes – a unique collection of animated nursery rhymes – was launched on Bookstart Day, they've been enjoyed by hundreds of children in the UK and from around the world. That comes despite a Booktrust survey revealing that almost a quarter of British parents have never sung a nursery rhyme to their child, and more than 20% of parents under 24 think they have no educational value.

Malcolm Wright, Managing Director ITV SignPost, says, 'Booktrust believes that songs and rhymes help babies and toddlers to develop their vocabulary, which in turn enables them to achieve more when they start school.'

'Hearing children have always had access to the fun and stimulus of nursery rhymes. Our Handy Rhymes project ensures that the same access is now available to deaf children. With our Signed Stories website we are committed to creating this kind of new access wherever and whenever we can.'



The nursery rhymes were produced by animators working alongside Curtis Jobling, designer of the Bafta-award winning cartoon Bob the Builder.

Curtis says, 'Signed Stories has huge potential to reach an audience which can sometimes be neglected, and I'm excited by the prospect of providing deaf children access to animated entertainment.'

Gary Sturrock, a deaf technical operator at ITV SignPost who animated Little Miss Muffet, adds, 'Deaf children might not always appreciate the nature of rhyme because they can't hear how it sounds, but that doesn't mean they should miss out on some wonderful stories.'



Signed Stories is viewed by 200,000 children in over a hundred countries around the world every month. It's being used in classrooms with both deaf and hearing children, and it's also proving to be a valuable resource for teachers of children with special educational needs and those who are learning English as a second language.

'The website is spreading virally as teachers and parents promote it through their own networks,' adds Malcolm.

'What started out as a venture targeted very much at deaf children is morphing into a fun resource used by everyone here and abroad. The joy of the internet is the unexpected way in which content is used and valued.'

The nation's favourite nursery rhyme is 'Twinkle Twinkle Little Star' – see it on Signed Stories!

Keeping in touch

Babs Day explains her school's creative approach to building relationships with parents

Working closely with parents is always a challenge for a regional provision like Longwill, a Birmingham community day special school for deaf children aged 2–11 years. We find that there are distances, other family commitments and lack of transport that stop us seeing as much of parents as we would like.

We have had to be very creative either to encourage the parents in to school or find other ways of keeping in touch. We all know that it's partnership and shared understanding with parents that work best for our children. This is especially true for deaf children learning their first and second languages, and parents learning to communicate with their deaf child. Many of our parents speak a different language at home and need to learn English and BSL to be able to share with their child.

We run a wonderful Wednesday morning parents' communication class with five of Longwill's deaf staff. The parents pay £1 and two minibuses zip around the area and pick them up and take them to the Deaf Cultural Centre. This has been going for nearly 20 years and as well as teaching parents to sign with their children, it doubles as a club and a crisis intervention point, a place for social work or other support to happen, friendships to form and children to meet other children to play with at weekends. We have a dedicated home-school link worker who has a great way of rounding parents up for 'Keeping up with the children' workshops. The teachers do a lot to maintain contact through phone calls, home-school books and running termly 'Inspire' workshops.

The deaf learning mentors run a six-week intervention where we target particular families who could become a little more engaged with their child's needs at home. They soon learn that 'deaf rules apply' for that precious hour and many hearts and minds are transformed after those visits.

And then there's all the 'techie' stuff we do to teach, engage and inform parents.... They say that some marriages are made in heaven, and when, as a senior teacher in a sign bilingual school for deaf children, I married Paul, a graphic designer and senior tutor of a university visual communication department, I hoped secretly for some hidden benefits!

First came the 'Hafgraph'. My complaints about how to demonstrate our children showing progress over time led to Paul creating a brilliant piece of 'info-graphics' showing, as a graph, a child's 'history, assessments

and forecast' through the P scales and National Curriculum levels. This now enables us to make parents aware of how well their child has progressed compared to the child's starting point.

At Longwill we use this at reviews and any time we need to demonstrate individual progress. Ofsted liked it, too.

The website has released me from all the difficulties with making contact

Paul then became my school prospectus design adviser. 'Would you just have a quick look at these proofs, please?' The poor woman at the printers was put through her paces 'once removed'. The end result was an award winner for her – and she never actually knew that an MA-level graphic design tutor was marking and assessing her every designer move. The school and parents got a great school brochure.

The biggest coup was actually *me* solving *his* problem but to the greatest benefit for Longwill families. The need for Paul to find 'real business and industry design placements' for some of his third-year students led to a great parent-friendly website we could *never* have afforded to commission. The SMILE team, as they became in their final year, worked with us supported by the university and Paul, to design a modern, clean look that allows, most importantly, really easy blogging. Randip, one of our deaf mentors, shows you around the site and taps the screen to make you click! It has all the usual galleries and timetables and policies and prospectus-type information, but I can take a photo of Father Christmas giving out the presents at the party and zoom it straight up from my iPhone to a place in the sky, where, before the children get home, parents can see what's been going on and be ready to ask their child all about it!

The photos and text blogs are stored in date order to be pored over and discussed with mum and dad, auntie and grandma at every opportunity when the child gets home.

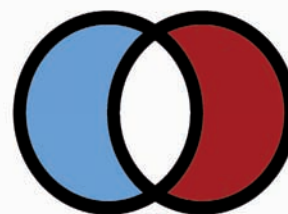
The website has released me from all the difficulties with making contact that happen because our school takes children from all over the West Midlands region. I should be able to stay under the duvet and text 'School closed due to snow and extreme weather today' and it appear in a few seconds... but why do I always have to spend an hour from 5.30am huddled

at the computer downstairs looking for Met Office advice before the central heating comes on!

The most amazing 'parent-engager' ever, though, had nothing to do with my husband, but my alternative 'significant other', Alison Carter, the best deputy it's possible to have. Alison discovered the use of the PlayStation Portable or PSP for providing an instant home-school record of photos and films that can be shared. We gave one to each child, trained the parents and now pictures of new babies or dad playing rugby at the weekend can be shared with the whole class on the whiteboard. Farm trips or spelling tests, words signed by the teacher, art days or 'my brilliant story telling' can be shown at home, and signs can be learned and questions asked in BSL to deaf parents – there are endless possibilities for fun and learning.

We are constantly thinking up new ideas for how we can keep our relationships with parents vitalised. Watch this space!

Babs Day is the Head at Longwill School for Deaf Children in Birmingham (www.longwill.bham.sch.uk). There is more about Alison's PSP project on the website, and the Hafgraph can be purchased from Longwill School.



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Graphically illustrated advantages

Jon Parker outlines the advantages of access to high quality graphic support for deaf children within the Educational Service for Hearing and Vision

Given the basic premise that visual learning is important for the vast majority of deaf children, the effective use of visual materials should promote communication, vocabulary and access to the curriculum. If one accepts this then the provision of these visual resources should be a priority for any hearing-impaired service or setting.

Personalised graphic resources

Effective graphic resources can be used flexibly to focus on the individual needs of a child. In this example (below left) where a child's disorganised bedtime routine and resultant lack of sleep impacted on his home and school life, a routine was agreed with his carer and illustrated in a simple five-stage diagram.



Reward stickers and targets are graphically illustrated and really do stimulate motivation. In the example (above right) good work is rewarded by a sticker showing the child's favourite cartoon character Bob the Builder.

Display materials

Posters such as Total Communication and Basic



Signs illustrate issues surrounding effective communication with deaf children. These posters provide a means of raising awareness and can be adapted to meet the specific needs of deaf children using varied communication modes. Posters can be tailor-made to promote the sign vocabulary of topics or the attainment of individual sign vocabulary targets.

While the internet offers the ability to download graphic resources easily and quickly, it doesn't provide for this level of resource personalisation. How much time do teachers spend searching the internet just looking for the right pictures to help illustrate a specific concept, feature or object and never quite finding the perfect illustration? Visual resources, gleaned from the internet, with varied layouts and styles, don't have a uniform child-friendly format such as those produced by the Educational Service for Hearing and Vision (ESHV) to promote living language.

The ESHV's Living Language cards

Is it the best use of a teacher's time to spend hours producing the visual resources needed rather than planning how the resources should be used effectively? Graphic visualisers allow the Teachers of the Deaf, teaching assistants and deaf instructors to focus on their work with the children rather than on the production of the resources. Graphic resources are ordered, produced, reviewed and frequently amended. This quality assurance process is routine and wouldn't easily be replicated where materials are produced on a voluntary basis.



Following interest and experiences

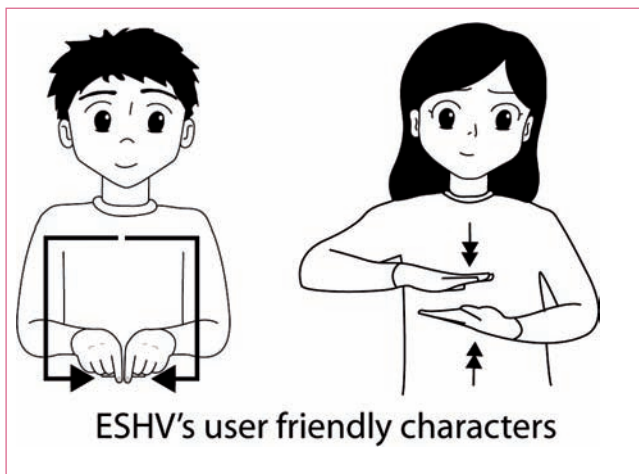
Following a young child's interests and first-hand experiences is an important principle in deaf education, especially in the early years. Graphic visualisers can illustrate deaf children's experiences and can be used to promote vocabulary, language development and written work. In the example at the top of the next page, Adam's dad is paying for a toy



purchased at a car boot sale. This type of immediate illustration has the added advantage of helping to promote the effective use of home-school books when parents see the resultant illustrations and the ensuing language development which stems partly from their direct input.

Sign graphic resource

The prime goals in the development of all the ESHV's sign graphic resources are ease and flexibility of use. The signs can easily be used by all members of staff. Graphics can be enlarged to suit any purpose. The signs also have to be attractive to the users – the deaf children. A number of sign heads were trialled with the children and it was decided to use two heads for each sign, one male and one female, as illustrated below. The signs are totally flexible in that they can be very small or placed on large posters without loss of quality, and their simple jpeg format allows them to be imported into virtually any Windows-based document.



Reading with signs



One of the most exciting developments has been the recent agreement of Oxford University Press to allow the ESHV to adapt its Oxford Reading Tree Scheme, albeit with understandable restrictions, to include sign directly on the page. While this is still very much in the early stages of development, the adapted scheme will ultimately be an invaluable resource for the teaching of reading to our young signing children. Another

advantage accruing from this includes the potential for increased involvement of non-signing parents in their signing children's reading at home. These resources can be flexibly used either on the page, as shown in the draft example, or on additional separate pages, depending on the focus of the teacher.

Subject-specific signs and curriculum resources

Using photographs the ESHV has developed 'sign dictionaries' covering early vocabulary and maths, with further resources planned. Other posters are produced to cover key topics and vocabulary. The ESHV's adult signing classes provide another avenue for the graphic resources produced, with classes benefitting enormously from the visual resources.

Corporate image and newsletters

A professional image for any service is important, especially with the parents of deaf children, but also with other professionals working in education, health and social services.



Our graphic visualisers enhance the professional look of the ESHV's documentation. Information leaflets have been produced, including *Transferring to Adult Services*, *Early Years Team* and *The Hull and District Deaf Children's Society*. The attractive and professional look of these information leaflets provides further benefits.

I have attempted to outline the significant benefits to the deaf children within the ESHV of graphic visualiser support. This has only been made possible by recognition of the importance of providing high quality graphics and the joint arrangement mechanism that funds the service, the latter leading to economies of scale which spread out the cost of this provision. It means that the service doesn't have to rely on the time and abilities of talented volunteers, which can result in qualified staff losing direct contact time with deaf children. There is also no need to 'cobble together' resources from the internet which are often unsatisfactory in a number of ways. One question that services should ask is, 'Should deaf children have access to high quality visual graphics to enhance their education?' If the answer to this is 'Yes', further questions should centre on how to achieve this and how the sharing of resources could be encouraged to maximise the potential benefits to our deaf children and young people.

Jon Parker is Head of the Educational Service for Hearing and Vision's Hearing Service, which, under a joint arrangement, covers the East Riding of Yorkshire, Hull and North East Lincolnshire.

Research summary



Recent research at Deafax explored the significance of ICT in improving the reading, writing and communication skills of deaf people. **Ken Carter** has the details

Our research considered developments in the use of generally available or specialist technologies and looked at the attitudes of children, young people and the relevant adult constituencies to technology-supported learning. The data collected covered their experiences in learning to read, write and communicate, and the factors affecting these areas. It was obtained from controlled experiments as well as from field research comprising interviews, group discussions and focus groups with deaf pupils and young deaf adults.

A multi-pronged approach was taken, which included a project involving a testing phase using the British Ability Scales (BAS) and the Neale Analysis of Reading Ability (NARA) at nine-month intervals; an Enhanced Learning Through Technology (ELTT) programme to ascertain whether specific technologies would make a significant difference to deaf pupils' reading, writing and communication skills; and the use of online 'deaf-friendly' materials to enhance reading, writing and computer skills through the European Computer Driving Licence (ECDL) programme. Other activities planned included seminars relating to children's reading and writing; assessments of different software; questionnaires to, and interviews with, Teachers of the Deaf, hearing PGCE students and deaf pupils.

Seven schools were involved in the testing; 40 Teachers of the Deaf participated in the seminars, focus groups and questionnaires; 14 hearing pupils were tested; 50 PGCE students returned questionnaires; and 51 deaf pupils were tested, interviewed and completed questionnaires.

Research Team and Advisory Group

The research ran from 2007–09 and was funded by the Leverhulme Trust. It was conducted by me and Harold Silver (a former Professor of Education at the University of London). We were assisted by three assessors, Dr Rachel Pye, Dr Catherine Foy and Jonathan Heanen, from the Department of Psychology and Clinical Language Sciences at the University of Reading; a research assistant Louise Mann; Deafax staff, Graham Hocking and Rubbena Aurangzeb-Tariq; and Prue Goodwin, a lecturer in visual literacy and communication at the University of Reading.

The Advisory Group consisted of the Chair, Helen Lansdown, Chief Executive Officer of Deafax, and Dr

Vesna Stojanovic from the Department of Psychology and Clinical Language Sciences at the University of Reading.

Seminars and responses to questionnaires

Two seminars were held; the first focused on meaning and visual literacy. The teachers undertook assignments with their deaf pupils and went on to give presentations focusing on 'making meaning' which involved the deaf author Joyce Dunbar.

Questionnaires were received from 35 deaf pupils aged 8–14, highlighting issues of confidence and attainment in relation to time spent using ICT equipment at school, communication with teachers and other adults, and the use of software reviewed as part of this project. 20 questionnaires were returned from teachers responsible for some 276 pupils with a range of degrees of deafness.

ELTT and ECDL programmes

The ELTT programme addressed tasks undertaken by a group of eight deaf pupils aged between six and ten. The ECDL programme was used with 21 deaf pupils in three schools, taking a module focusing on 'presenting'. The pupils were tested twice, and the results were analysed. The pupils who used online materials between the two tests achieved improved marks, although these still did not reach the ECDL pass mark.

BAS and NARA Tests

The ELTT project involving BAS and NARA tests had three groups of participants, including a hearing control group consisting of 14 pupils with an average age of eight; a deaf group of 14 pupils aged ten (these were matched to the hearing group on verbal, non-verbal and reading abilities); and a deaf experimental group consisting of eight pupils aged ten, who had significantly lower verbal, non-verbal and reading abilities compared to the other two groups.

Cognitive measures, including non-verbal and verbal standardised tests, were taken from all pupils at two time points. The pupils in the deaf experimental group received a series of specially constructed ICT-based education programmes. The hypothesis tested in this design was that the children in the experimental group would benefit from a relative improvement in literacy progress in comparison to both control groups. The NARA II test was used to assess reading ability.

Statistics

Inferential statistics carried out investigated relative improvement in reading, language and non-verbal abilities in the three groups of participants. The deaf group which received ICT intervention significantly improved their reading accuracy from time one to time two. They also improved their reading comprehension and their reading rate. Verbal and non-verbal abilities also improved. This pattern of improvement was also seen in the hearing control group; however, this is to be expected given their typical general development. The results suggest that the developmental disadvantage associated with the deaf control group is not present (or is reduced) in the deaf experimental group, which could be attributed to the presence of training courses. The deaf control group who did not receive ICT intervention showed hardly any improvement. They improved their non-verbal abilities; however, there was a loss over time with regard to their verbal abilities. Not only did this group not improve on any of the components of reading skills assessed, but they seem to have deteriorated, in particular with regard to reading comprehension and reading rate.

Interpretation of results

As this study explored the use of ICT training as a means of improving literacy, there are aspects of the design which should caution the interpretation of these results. The first is the sample size. Group sizes started relatively small, which is reflective of the difficulty in recruiting this sort of sample. By the second test phase, many individuals were no longer available for assessment for various reasons (such as illness, moved out of the area, progressed to secondary school). Group attenuation of this sort is typical of longitudinal experiments, but the resulting sample sizes suggest that further research on larger groups should be conducted to repeat and corroborate results. Additionally, the group age matching was not ideal. Due to recruitment difficulties some of the pupils included in the study were at secondary school level. Future studies would benefit from using a smaller range of ages within the groups.

As a final point, the deaf samples were heterogeneous in that the majority of pupils had some sort of general hearing difficulty, but their difficulties ranged from profound hearing impairment to mild hearing impairment. As a general observation, those children with milder hearing difficulties were generally less cognitively disadvantaged than others. Thus, in future studies, an estimation of hearing difficulty and success of electronic augmentation should be collected as background information for the participants, and should be used as a controlling variable in result analysis.

Pointers for the future

The results of the different strategies for exploring relationships between the use of ICT and deaf pupils' literacy and communication skills indicate some of the difficulty in the recent period of recruiting sufficient numbers of schools for the deaf and hearing support units in mainstream schools to achieve the comprehensive data and analysis. This difficulty was counterbalanced by using a multi-pronged approach that brought together a range of insights into the perceptions and use of ICT hardware and software by deaf pupils and ToDs.

In the planning stages are British and international journal articles on the project procedures and outcomes; a book on the project, its outcomes, background, contexts and pointers for the future; contributions to conferences, mainly in Britain and the US; and at least one invited seminar for deafness-related professionals in government departments and agencies, professional associations and research bodies.

Discussions are underway with two UK universities and a US university about collaborative funded research with Deafax on studies involving greater numbers of deaf pupils.

Ken Carter is the Founder and Director of Research of Deafax.

Useful websites

Deafax – www.deafax.org
 Access Ability Communications Technology for Children – www.aact4children.org
 Decibels – www.decibels.org.uk
 Inclusive Environments – www.inclusive-environments.org.uk

BATOD Regional meetings

April	20	BATOD East fm with Phonak
July	5	BATOD Wales Assessment tool for room acoustics and the NDCS strategy for healthy minds Llangoed Hall, Powys
October	14 or 15	BATOD North (TBC) Audiological Competencies: Making a difference Venue: Northwest (TBC)
November	6	BATOD Scotland Conference and AGM

Representing you – Deaf Educational Support Forum

Jill Bussien updates members on the latest meeting of this group at the RNID offices on 30 November 2009

1 Present

Maria Bailey, Andrew Burgess, Jill Bussien, Nicki Harris, Andy Owen, Paul Simpson (Chair), Simon Thompson.
Apologies: Sue Lewis

2 It was agreed that the notes were a true representation of the previous meeting except that Nicki had indicated that the guidelines for interpreters working in educational settings were on the ASLI website (in the Guidance section) rather than that she was going to circulate them.

3 Matters arising from the previous meeting:

- Lindsey Rousseau, facilitator of NatSIP, is aware of DESF and its role. Paul and Andrew will keep her updated.
- Gillian Coles of Berkshire has produced a list drawn up by SERSEN of training opportunities for those working with SI children. Action: Nicki will forward the document to members of the group.
- BATOD will host a page on its website listing qualifications for those working in a support role. This can be updated when new information is available. Action: Paul to email the link to the group: (www.batod.org.uk/index.php?id=/articles/learning-support/supportworker-courses.htm).
- Nicki will raise the data collection issue at the forthcoming ASLI NEC and report back next time as well as raising the issue of who is employing whom.
- Paul will suggest to BATOD that the role of the TA may be a suitable topic for a forthcoming conference.
- Andrew has had some success with the informal questionnaire to heads of service through persistence – Maria has the findings.

4 The group considered the logos which Andy had designed. He was congratulated on his work. After a short and focused discussion it was agreed to adopt the one containing the offset square – at the top of the agenda of the day. There will be some modifications to the accompanying text and the colour will be changed to lilac to improve contrast for VI readers. The letters will be white. The logos of the individual organisations in the footer will contain the home page address.

5 The questionnaire about levels of qualification and numbers of support workers was discussed. It is almost ready to be sent out and any proposed amendments should be sent to Andy before the end of Tuesday 1 December.

There was a discussion about which staff belong in which category; it was agreed to remove the 'peripatetic' category; it was agreed also to ask a question about the use of agencies so information could be built up. Nicki will also ask about agencies on the e-group. Simon suggested that we make it clear on the form why we are asking this question and he formulated a sentence about this. The questionnaire will be finalised and sent out by the end of the week with an initial return date of 18 December 2009. Non-respondents could be followed up later.

6 Maria updated the group on the I-Sign project. She had a meeting with Edexcel about joint awarding but was warned that in the current climate the awarding body might not continue with it and this decision was indeed made. NATED was not informed even though Maria had been assured that it would be. She was pleased to say that Signature, ACSW and NATED were all now working together on the qualification. The working title is Level 3 Certificate in Learning Support (Educational Communication Support Worker or CSW). As the majority of CSWs are working in education it is hoped to be able to drop the word Educational.

A meeting also took place with LLUK. A tight series of deadlines has been laid down if it is to be accredited by May/June 2010 including online consultation at which point it would go on the Qualification Curriculum Framework. The role of BSL is crucial and has indeed stimulated the qualification's development so must be a central part but other key aspects of the work of a CSW will need to be strongly represented through the units also. It is possible that entry will be at level 2 BSL and English. It is important that the initiative shows development of skills in BSL. It was pointed out that there are no national standards at level 3 for interpreting. CILT is currently developing standards for preparing to interpret – in all languages including sign language.

The Signature interpreting advisory group will be advising on the development of the course. There may be some resistance from the interpreting professionals. The course should include units, which will have equal priority and status, on note-taking; extending language; audiological issues; supporting young people with CIs; supporting for exams; those with other disabilities; mental health issues. There will also be compulsory units from the LLUK framework.

A meeting with the TDA in Manchester was less encouraging. The TDA is developing one qualification at level 3 for all support workers which will be embedded in the National Curriculum – it will be entitled 'Support for Teaching and Learning'. It is not going to be possible to have a qualification to suit schools and colleges. This is very much in the development stage at the moment but will be open to consultation.

There is concern about the fact that schools often employ their own LSAs and find training them to be expensive.

Maria was thanked for sending the group her I-Sign project research findings.

7 Paul and Andy were among colleagues who had received a very skeletal account of a qualification in development by the University of Leeds. It was agreed that before comment could be made on the suitability of the course – despite their strong reputation in the field – we would need to know about entry criteria, including what degrees would be acceptable, modes of delivery, assessment, external certifiers and much more detail on the structure of the course.

8 Andy raised concerns about oral language modifier training. There are ongoing concerns that the training does not have enough depth, is expensive and needs strengthening. The future of the OLM is still in doubt as there are concerns about the number of technical terms which are being inappropriately explained. It was agreed that Paul would contact Ofqual asking for a meeting on behalf of the DESF about this. The urgent need to raise awareness in schools and centres about access arrangements which are available was raised. In particular, parents and schools need to be aware when options are being made (now in Year 8 in some cases) of the implications of their choices for assessment throughout and at the end of the course.

9 Update from the organisations.

ACSW is working with Maria on the qualification development; ASCW tries to increase membership through meetings mainly rather than advertising.

BATOD 's conference in March is a joint one with the RCSLT; Gary Anderson becomes the President in March; there is a special membership of BATOD for TAs/CSWs etc.

Signature: all is progressing well.

ASLI: there has been no change in personnel; the current debate within the organisation is about compulsory CPD which has been agreed at the AGM but is not finding favour with a significant number of members who point out that they are not an awarding body.

NATED is also working on the qualification; they will make contact regarding reviving regular/annual meetings with BATOD

10 The date and place of the next meeting will be 1 March 2010 at 3pm at the RNID.

Summary of actions

- Paul and Andrew to keep NatSIP updated about the work of DESF.
- Nicki to forward the document about training opportunities for professionals working with CYP with SI to members of the group.
- Nicki to report back about outcome of ASLI NEC meeting at next DESF meeting.
- Paul to pass on link to training course/qualification page on BATOD website.
- Paul to suggest the role of TA for future BATOD conferences.
- All to send final comments to Andy regarding the questionnaire by 1 December.
- Andy to make agreed adjustments to the logo and accompanying text.
- Andy to send out the questionnaire.
- Nicki to ask about agencies on the e-group.
- Paul to contact Ofqual asking for a meeting regarding OLMs and their training.

Jill Bussien works with students in FE and is a member of BATOD NEC.

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Representing you – NDCS and HMI

Paul Simpson shares his notes from a meeting between NDCS, BATOD and Anne Duffy (HMI) held on 7 December 2009 at NDCS in London

1 Present: Jo Campion, Anne Duffy, Brian Gale (chair), Ian Noon, Peter Preston, Paul Simpson

2 The minutes of the last meeting were agreed to be accurate and the following matters arose:

- Paul has been contacting course providers to discover how many additional TDA-funded ToDs in training there are.
- The Northern Ireland SEN consultation period has been extended again as a result of the weight of responses. Both NDCS and BATOD have submitted responses.
- Anne pointed out that a recent publication highlighting some 12 'outstanding' special schools included some 'dispersed services' not just traditional special schools. This list can be seen on the Ofsted website.
- The Lamb Inquiry report is still awaited – most of the content has already been published through the interim reports. NDCS understands the report will now be published in mid-December.
- Waltham Forest Service expressed appreciation following Brian's recent visit to talk to parents. The LA has decided to delegate central services funding for the service to a school – currently a special school is bidding to host the service and this is causing concern among parents and professionals.
- Jo and Paul agreed that their recent meetings with Ofqual show a desire to respond to the interests of disabled candidates in examinations although there is a worrying increase in the emphasis on the public confidence duty when balanced against the needs of disabled students. The duty will be further strengthened through the Equality Bill, unnecessarily according to NDCS and other bodies, including the Equality and Human Rights Commission. There is no need to reiterate the public confidence point as it is clearly contained within Ofqual's objectives. It is a matter of concern that these objectives do not contain an equality objective.
- The arrangement with The Ear Foundation for the NDCS to share a Teacher of the Deaf will continue into the next academic year when Lorna returns after maternity leave. She will be working two days per week.

3 Anne responded to a range of issues relating to Ofsted, some of which had been raised by BATOD members. Key points discussed include the following:

- Ofsted is anxious to support the view that there is

no reason why pupils with sensory impairment should achieve less well than their hearing peers in the absence of additional difficulties. It is important to maintain high expectations. This does not mean, however, that schools with deaf pupils with complex and significant needs would be penalised **in their overall grading** because their pupils would inevitably achieve less than national averages. Provided clear progress could be demonstrated the overall grading would not necessarily be affected. Inspectors do not solely rely on raw scores. The limiting areas are safeguarding, equality and diversity and progress and attainment. Lack of progress would therefore affect the final grade.

- Paul pointed out that as the framework has changed some schools which had not deteriorated since an 'old' inspection may nevertheless get a lower grade and, in common with all other schools which might be similarly affected, it would be necessary to explain this. Brian informed us about a school which had been graded 'good' after a previous 'outstanding' on the grounds that they had followed two deaf pupils and were not satisfied with their performance.
- Ofsted guidance says that as far as possible specialist inspectors should inspect specialist provision, for example resource bases for deaf children. It would be expected in the case of a special school for deaf children that there would be a ToD on the team. If there are examples where this has not happened, colleagues should contact Ofsted or Anne. There is a problem with the supply of qualified inspectors who are also ToDs. The inspection teams are assembled by the ISPs but have to follow Ofsted guidance (which is guidance, not statutory). All HMI inspecting SEN have been given updated training recently. Every year there are opportunities – advertised in the national press – for teachers to be seconded as additional inspectors to Ofsted. ToDs who are interested should apply.
- Ofsted is not an advisory body but can make recommendations for how improvements could take place. There are now two HMI from social care backgrounds and there is a move, in the case of residential schools, towards more integrated care/education inspections. This makes sense in view of the 24-hour curriculum.
- NDCS pointed out that parents were concerned about little mention of resource bases in some cases. The guidance is that this should be mentioned in the report.

- Anne will seek clarity about to what extent the pupil questionnaire can be adapted to make it 'friendlier' to specific types of pupil.
- Interpreters should accompany teams where BSL is used in the school.

4 Paul talked about the launch of NatSIP, explaining that the four strands of work for the year are: outcome measurement (the Government is especially keen on this activity), emotional resilience, workforce reform and future strategy and funding.

5 There is some uncertainty, nationally, about the relationship between LAs and academies. There seems to be little clear guidance. Some LA support services do not visit academies at all unless the visits are paid for – others continue to support as before. This needs clarity, especially as both main political parties wish to expand the scheme, including, in the case of the Conservative party, extending it to primary schools. There is concern that academies do not need to follow SENCO regulations and are not subject to Freedom of Information requests. The NDCS is involved in two schools which have applied to be Trusts – showing that it is not in principle opposed to this type of development but rather is concerned at their effect on the education of deaf children.

6 NDCS is working with a group of deaf young people who will, it is hoped, interview the three main parties' education spokespeople regarding what they would do for deaf children after the next election. The interviews will appear in the spring NDCS magazine.

7 NDCS has produced a briefing document about the Children, Schools and Families Bill. It is broadly supporting the Bill, particularly the proposed new right for parents to appeal if a statement is not updated, but is seeking reassurances on a number of areas to see if further improvements can be made. The Bill contains references to the licence to practise teaching and there was a discussion over what this might mean in practice for teachers with an additional mandatory qualification. It is by no means certain that it will become law, because of the forthcoming general election.

8 Following the NDCS survey, letters are being sent to services to verify the information received. This survey will form the basis of the CRIDE survey next year. There are two groups in CRIDE working on this – one analysing this year's data and one preparing the next version of the survey.

9 NDCS feels that the Government is taking the issue of acoustics seriously following its campaign.

NDCS has been asked to be on the steering group looking into related initiatives, representing disability groups. It was agreed that BATOD would consider whether to be represented by NDCS in this purpose in view of the difference of opinion on some aspects of the recent campaign. There will be a wider implementation group. Ian drew attention to some recent research carried out by David Canning looking at the effects of the more stringent reverberation requirements in a newly built school in Essex (for more on this see page 20). The research shows that this was not as expensive as had been feared and that there are wide benefits to improved acoustics. BATOD will look at this research.

10 Research carried out with Manchester University has highlighted serious problems with the social care of deaf children in children's services. The report is due to be published in mid-January. There seems to be little structure and deafness is widely not seen as a risk factor. The research states that LAs are failing in their duty. Local safeguarding boards were asked to review the provision for deaf children in 2005 but it appears they are not doing so. NDCS intends to campaign on this and would welcome information from Teachers of the Deaf about social care provision in their area.

11 The Communication Trust under the Communication Champion Jean Gross includes deafness in its remit.

12 There is concern about the practical impact of changes to the training of audiologists. There seems to be a general downgrading of basic audiologists' training although for work with children a Master's degree is now required which is an upgrading from the current situation. A key concern is that funding is being withdrawn from existing training programmes, even though the new proposed changes are not yet in place. NDCS fears this will lead to a shortfall of specialist audiologists.

13 NDCS publications: the phonics guidance will be available in January. Other publications being considered include teaching MFL in primary schools (Anne wondered whether BSL had been considered as an option under the heading of MFL); standards for hearing support resource bases and FE guidance.

14 Date of meeting: meetings were arranged for the year:

15 March – 11am–1pm (to be confirmed)

10 June – 2–4pm

20 October – 2–4pm

13 December – 11am–1pm

Paul Simpson is the National Secretary of BATOD.

What went on at NEC on 5 December 2009

Andrea Baker files her report on the last BATOD gathering of 2009

The December NEC saw a change to the traditional agenda with the newly created workstream groups meeting during the morning session. Some issues that have been previously dealt with in committees are now to be managed by the Business and Administration workstream group; others will be dealt with by the Steering Group. Four other groups considered topics under the headings of Quality Standards; Continuing Professional Development; Policy and Practice; and Technology for Learning.

Some of the items discussed by the Business and Administration group were dealt with in the course of business throughout the day and are reported later. However, changes are planned to the layout of the website to make it easier to navigate. Feedback from members about both the website and the Magazine will be sought. It was also raised that BATOD is looking for an additional Commissioning Editor for the Magazine. This does not need to be a person from NEC, and someone working at 'grassroots' would be warmly welcomed. There is a job description available on the website – if you feel this could be a role for you do please contact the Editor at magazine@batod.org.uk.

The Policy and Practice group is working on three areas of focus:

- To gain a clear picture of the variety of service delivery models that exist across the UK and strengthen BATOD's understanding of these models. A short questionnaire has been drafted which will go to 40 sample authorities to represent the contrasts and differences that currently exist.
- To ensure that members remain up to date with current government initiatives – this will include information around Children's Hearing Services Working Groups (CHSWG), guidelines on consistency of practice across authorities, the National Service Framework and the Common Assessment Framework.
- To identify future workstream topics.

The Continuing Professional Development group is investigating the possibility of working with Teachers TV to produce a programme focusing on how to become a Teacher of the Deaf – career development for mainstream teachers. The aim is to make mainstream teachers aware of the opportunities available within the profession but also to raise the

awareness of the existing range of support, advice and expertise available in local authorities. A proposal was drafted to send to Teachers TV.

The Quality Standards group is working on several strands at present. Members began by looking at ways to improve information sharing between audiology and education but felt that this may be better achieved by working alongside a CHSWG workstream. They have established initial links with VIEW, the professional association for teachers of the visually impaired, with the aim of exploring partnership work through 'soft' federation working which may include joint submissions to government and so on. There have been positive responses from many colleagues working in VI. Auditory processing disorder was also raised as a possible workstream focus. As more information becomes available, particularly through David Moore at the Medical Research Council Institute for Hearing, it is becoming possible to recommend advice and strategies to help manage the condition.

The Technology for Learning group is working on producing information on Soundfield systems that will be accessible to a wide audience. This will include practical pre- and post-use advice for schools using or planning to use Soundfield amplification. An approach will be made to the BATOD Foundation to see if this can be published and distributed to this wider audience. The group is also looking at the NDCS quality standards for the use of personal FM systems and is hoping to investigate how they are being used by the profession.

The afternoon session saw the regular business items of NEC discussed. The President presented her report and was pleased to have attended BATOD North, Midland and Northern Ireland AGMs. Ann has also been instrumental in working together with Joyce Sewell-Rutter to establish a Special Interest Group looking at autism and deaf children. It was hoped to gather people with an interest in this area together at the National Conference in March but it may be a more realistic target to do this on 22 May when Oak Lodge is putting on a study day: 'Mind over Matter'. Ann also noted that David Couch chairs a NatSIP workstream on 'emotional resilience'. This was Ann's final NEC as Chair as she will pass the Presidency to Gary Anderson at the National Conference in March. Ann was thanked for her hard work and enthusiasm.

There have been two nominations for President Elect – Karen Taylor and Andrea Baker. Voting papers were included in the January Magazine.

There was discussion about the movement of the *Deafness and Education International Journal* from Wiley publishing to Maney. Its first Journal will be published early in 2010 and Maney will be at the National Conference in March to provide information about benefits for BATOD members. In future Journal articles will be available electronically via the members only area of the BATOD website and this will also give access to back issues. Linda Watson is to attend the International Congress on the Education of the Deaf in Vancouver in July 2010 and this will raise the profile of the Journal internationally.

There have been two nominations for the Eichholz Prize – congratulations to Alison Bruce and Louise Miller.

Paul Simpson, National Secretary, reported that following a query from a student concerning sign language qualifications for staff working with deaf children, BATOD has written a response which will be put on the website in the open access area.

Paul reported that BATOD has been involved in making improvements to the *Fair Access by Design* document which is used by examiners when designing examinations. BATOD's suggestions were accepted. Paul is a member of the Ofqual Access Consultation Forum and the Access to Assessment and Qualifications Advisory Group. It is good that BATOD's voice is being heard at the highest levels. Paul reported that Ofqual is trying hard to be responsive to the needs of disabled students but it also emphasises its need to maintain the integrity of examinations and public confidence in the system.

The European project looking at the development of core competencies for Teachers of the Deaf across Europe has started its work and BATOD is involved through its membership of FEAPDA. Members will be asked for their views in a consultation.

The Treasurer reported that there was an overall loss in revenue but this has been balanced by a profit from the year before. However, there remains a need to make savings and several suggestions were discussed. It was agreed to raise subscriptions by £5 per year to meet the rising costs of running the organisation. In order to aid progression planning the role of Assistant Treasurer is to be added to the Constitution and nominations will be sought in the near future. Details of the new Constitution were available in the January Magazine and will be voted on at the AGM in March.

There was nothing new to report from the Regions and Nations and the submitted reports are available on the website and in the Magazine. A new region of BATOD East has now been established. All members in the East area have been contacted to inform them of the new area and only one member has opted to remain in their existing area. 12 members attended the first meeting and there was interest from many other members. The new region will be formally acknowledged at the AGM in March.

During the meeting Peter Preston, the BATOD Consultant, was warmly congratulated on his sterling work in developing the BATOD submission to the School Teachers' Review Body for this year. It was with great sadness and shock that we learnt of Peter's death not long after the meeting. Our deepest condolences are extended to his family and friends. An obituary for Peter is to be found on our website.

Andrea Baker is a member of the NEC and currently works in the CPD workstream.

Moved? Married? Missing magazine?

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The Ofqual Equality Bill

Paul Simpson reports on a seminar concerning the Ofqual Equality Bill held in Coventry on 11 November 2009

Ofqual has a duty to consult a range of bodies on all aspects of examination policy. BATOD is among the regular consultees.

A summary of the main points of the meeting

- The Apprenticeships, Skills, Children and Learning Bill received Royal Assent on 12 November and formally sets up Ofqual.
- Its duties include maintaining the quality of qualifications, including those in the National Curriculum and EYFS, maintaining public confidence and raising awareness of their existence and value for money.
- It is responsible for recognising and accrediting awarding bodies.
- It is a non-ministerial government department.
- The Equality Bill should be on the Statute Book by spring 2010.
- It gives the powers to Ofqual to determine which parts of a qualification cannot be subject to reasonable adjustments and must consult on this; judicial review will be possible in case of unresolved dispute.

- The Bill has three purposes related to general qualifications: recognising the needs of disabled students, maintaining standards and maintaining public confidence.
- In Northern Ireland it is intended to amend the SEN and disability legislation to bring it in line rather than have a separate single Equality Bill.
- There will be non-statutory guidelines produced by the Equality and Human Rights Commission to ensure that examinations are fit for purpose. There will be widespread consultation.

Recommendations for BATOD

- Remain alert to the various consultations and contribute where appropriate – using the small group of NEC and other BATOD members who are experienced in this area, while encouraging all members to respond.
- Attend relevant meetings to ensure that the voice of the deaf candidate is heard.

Paul Simpson is the National Secretary of BATOD.

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, Andrea Baker, David Couch, Paul Simpson, Ann Underwood.

Date	External participants	Purpose of meeting	Venue
January			
14	NatSIP	Second working day	London
14	Birmingham Consultative Committee	Annual meeting	Birmingham
15	Manchester University	Mentoring project	Manchester
27	Institute of Education	Launch of Mobility 21	London
February			
2	NatSIP	Reference group	London
4	University of Leeds	BSL workshop	University of Leeds
23	GTC	Subject specialists	London
24	Ofqual	Access Consultation Forum	London
March			
1	NatSIP	Outcomes group	London
3	FLSE	Regular meeting	London
6	FEAPDA	Regular committee meeting	Luxembourg
7-8	Leonardo project	Second partnership meeting	Luxembourg
15	NDCS, Ofsted, RNID	Regular meeting	London
17	NatSIP	Third working day	tbc

Please inform the National 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.

Reviews



Title	Let's Sign – Songs for Children Volume One
Authors	Cath Smith and Vicki Gilbert
Publisher	DeafBooks.co.uk
Published	2010
Price	£13.99 (or book £6.99 and CD £8)
ISBN	1 905913 12 5
Reviewer	Corinda M Carnelley, peripatetic Teacher of the Deaf, London Borough of Croydon



This is a new CD and book from the very popular Let's Sign series. It features children's songs with BSL and is intended for use in schools, baby signing classes,

nurseries, children's centres and families.

This little package was keenly fought over in the reviews office, such is the popularity of all Cath Smith productions and this in no way disappoints. The book is produced to a very high standard: A5, ring-bound format, and not only includes the words of the songs

with the familiar sign diagrams, but an introduction, top ten tips, days of the week, sign variations and other websites and contacts. Everything has been thought of.

So, it's a book with some songs, and some additional information. Why is it so popular? Well, because it is accompanied by a CD with someone singing the songs to unambiguous accompaniments. The singing is clear; the music is straightforward and easy to listen to, with no long introductions or 'flowery' bits. Every time I say to a parent, 'Singing with your deaf child is a really good activity – there are lots of benefits particularly for their speech production,' the answer is always the same: 'I can't sing.' This CD would encourage even the most tone deaf individual to join in. It also overcomes the problem of needing to face the child when singing and have hands free for actions/signs – not possible when playing the piano, guitar or recorder.

All of the usual songs are here, 'Wheels on the bus'; 'Baa baa black sheep' and 'Five little ducks'. There is even a 'goodbye' song to end the session. I will be using this CD at the pre-school parent group and encouraging parents to buy their own copy – I'm certainly not lending mine! A fabulous resource which fills a huge gap in the market.

Title	Communication begins at home DVD
Publisher	NDCS
Published	2009
Reviewer	Corinda M Carnelley, peripatetic Teacher of the Deaf, London Borough of Croydon

Produced by the NDCS, this DVD is aimed at families with a deaf child aged three years or younger. It follows six children and their families on a typical day to see how they communicate, and aims to show how communication can be supported during everyday activities and routines. The package includes a DVD and three copies of a booklet called *All about me* which is for the child and parent to complete together and give to other people who need to know about the child. It is intended to help them communicate with the child.

The DVD is very easy to use. Each family has their own 'chapter' in addition to an introduction and a 'sibling' chapter, so a family could choose the part of the DVD most relevant to the age of their child.

A range of different families is shown, although all six are in a traditional mother/father/child(ren) setting. The publisher has clearly tried to cover most situations; for example one family uses Urdu as their home language; one of the families receives a visit from a Teacher of the

Deaf; one of the parents wears hearing aids and the children wear a range of hearing aids and have cochlear implants as well as using different communication styles. The language used is parent-friendly, as you would expect from an NDCS publication. I was disappointed, however, that none of the deaf children featured has additional disabilities.

There are some good ideas for communication opportunities; for example, one granddad explains how he always kneels down when he rings the doorbell, so that when the deaf toddler opens the door, he is at eye level with her. Another example is a mum talking through and writing a shopping list with her son, then using it as they move around the supermarket.

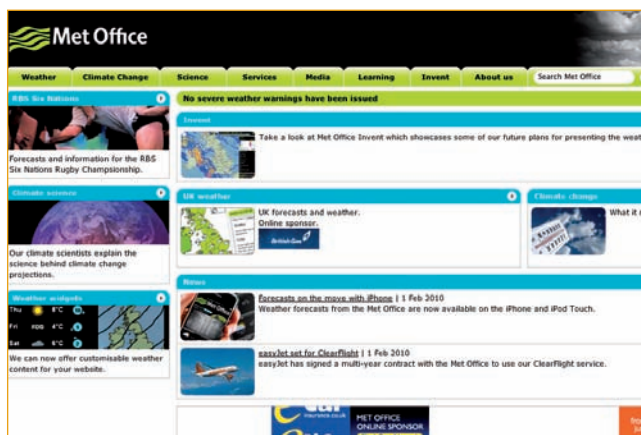
The DVD does touch briefly on some of the trials of being a parent of a deaf child, but on the whole it is relentlessly upbeat.

It is important that the teacher looks at the DVD before suggesting that a parent watches it because while many ToDs will find this extremely useful, those working in inner cities or more economically diverse environments or with families in challenging circumstances may find it less relevant. However, generally this is a good addition to the extensive NDCS library and many families will find the suggestions and comments helpful.

ICT news

Sharon Pointeer has some suggestions for turning this winter's Big Freeze into an educational opportunity

In the words of Mark Twain 'Everybody talks about the weather, but nobody does anything about it.' As I write this Britain has just been in the grip of what the Met Office described as severe weather. The snow fell, roads became impassable, schools and businesses closed and the country ground to a resounding halt. Anyone with any sense stayed in bed until things got back normal. While trying to predict what the weather was going to do and if the school would be able to open, I started to think about how ICT can enhance teaching about weather and climate.



The obvious starting point is the Met Office whose website tells us that it predicts the weather for tomorrow, next week, next season and beyond. It is also a significant contributor to the global understanding of climate change. The Met Office uses a powerful supercomputer capable of 1,000 billion calculations every second. The computer is housed in special halls bigger than two football pitches, has 15 million megabytes of memory and is more powerful than 100,000 PCs. The website gives local and regional forecasts and has sections about climate change and science as well as weather news from around the world – www.metoffice.gov.uk/

A simpler site, but one which still uses the Met Office forecasts, at the moment, is BBC Weather. Here you can see UK summary forecasts, or by entering your town or postcode you can have a more local view. The 'Find a Forecast' also allows you to enter a non-UK town or city thus providing the facility to compare the weather in different countries. These forecasts make use of symbols as well as numerical data and so are readily accessible. The site also has information about climate change, a photo gallery and Weatherwise facts – <http://news.bbc.co.uk/weather/>

The schools' section of the Royal Meteorological Society website contains downloadable resources such as presentations, quizzes, images, experiments and lesson plans. The society also has ambassadors who will visit schools to talk to pupils and demonstrate experiments – www.rmets.org/activities/schools/index.php/

The What is Weather website is part of the BBC website and has resources for Key Stage 2 and the Scottish 5–14 curriculum. The aim is to help to further geographical skills and knowledge and understanding of the environment and how people and places are affected by weather. There are lesson plans, activities, worksheets and links to other weather-related websites – www.bbc.co.uk/schools/whatisweather/home.shtml/

The British Council offers a range of online activities designed to help with the teaching of English. These cover a variety of topics, including a section to learn the vocabulary to talk about the weather – how English! For hearing-impaired pupils I particularly liked the weather maze which had a cartoon video with subtitles which could be used to develop memory and listening skills – www.britishcouncil.org/kids-topics-weather.htm/

The National Center for Atmospheric Research, Education & Outreach has stories and games related to weather in the US which could be useful for comparative study – <http://eo.ucar.edu/webweather/>

The Climate Change Schools Project is an educational programme operating in the North East of England. The project aims to put climate change at the heart of the National Curriculum via an organic and pioneering network of Climate Change Lead Schools who build climate change understanding and positive action from the ground up. Visionary schools and teachers are at the core of this approach, although the focus of the project is on young people, helping them to achieve a better understanding of the nuts and bolts of climate change science, as well as to discover solutions and explore how to adapt positively to the challenges brought by climatic changes over the coming decades – www.slcne.org.uk/climatechange/

Weather for Schools is an educational weather site dedicated to explaining how to collect basic weather data. The site owners hope to help and encourage young weather enthusiasts. The site is meant for children between the ages of 7 and 11, but is also

useful for teachers. There is information about reading weather instruments, setting up a weather station, identifying and recording important features of the weather, using computers and digital equipment to help study the weather and lots of useful background information – www.weatherforschools.me.uk/

Snow Crystals is an online guide to snowflakes, snow crystals and other ice phenomena from California Institute of Technology – www.snowcrystals.com/

Atmosphere, Climate and Environment from Manchester Metropolitan University is no longer updated but the site has useful resources for primary and secondary teachers. There is a Key Stage 3 weather and climate teaching pack which can be used online or can be downloaded in pdf format – www.ace.mmu.ac.uk/

Juicy Geography is Noel Jenkins's personal collection of ideas, lessons and resources for school geography at Key Stage 3 and 4. The emphasis is on creativity, ICT and original Google Earth lessons. It includes animations and interactive web pages which can be used on data projectors and interactive whiteboards – www.juicygeography.co.uk/



Kudlian Soft is one of the UK's longest established, award-winning and independent publishers of quality educational software for both primary and

secondary education. It produces innovative software to support the teaching of weather. *Weather Reporting & Geography for iLife* is a plug-in for iMovieHD (Mac) which allows pupils to produce weather maps as an iMovie effect. Each chart can be resized and positioned anywhere within the clip. The map can be placed behind the subject with the use of a chroma key background. The maps are created with an easy-to-use editor which contains a range of maps and weather symbols. The software is easy to use and my Year 7 pupils enjoy writing their own forecasts, being videoed reading them and superimposing their videos onto weather maps using the iMovie software. The resulting weather report videos look professional and pupils derive great satisfaction from viewing their work. Kudlian has recently released *Weather Studio* which is a similar application for PCs. They also sell chroma key, green screens for filming against and you can download a chroma key guide which explains the process – www.kudlian.net/

Atomwide markets a Networked Weather Station taking advantage of the latest data-gathering technology to monitor a wide range of weather



variables and send their values across the internet to a central database – without the need for a dedicated PC. It has a website giving temperature, barometric pressure, rainfall, wind and so on for over 70 locations across England and Wales. You can display data for a specific station in a range of views such as gauges and graphs, and there is an option to show one measurement, for example temperature, for all stations for comparative analysis. Schools which purchase the equipment can become part of the network, and data collected by their weather station can be shown on the site – <http://weather.atomwide.com/>

A classroom weather station does not, however, need to be expensive. A good starting model, costing £20–30 will measure indoor and outdoor temperature and barometric pressure. These gadgets are supplied with a small temperature sensor which has to be placed outside and which transmits wirelessly back to the display unit. The display shows figures for temperature, often including maximum and minimum, and a visual indicator, using weather symbols, of the forecast for the next few hours. Some even have a little weather man who will dress appropriately for the conditions, ranging from swimming trunks and sunglasses to overcoat, scarf and umbrella, making this an ideal tool for a class of younger children. If you have a bit more budget and have somewhere to locate a range of sensors, then £100 will buy you a more sophisticated system with an anemometer for measuring wind speed and direction and a rain gauge. These weather stations will also store data for a period of time thus allowing pupils to look at trends. Systems are available from around the £160 mark which will connect to your computer to allow the downloading and analysing of the data collected. Other sensors can also be added, such as humidity, wind chill and sunshine, at additional cost. Makes to look out for include Oregon, La Crosse and Davis. Two online retailers which provide information and advice are Weather Station Products (www.weather-station-products.co.uk) and The Weather Shop which also has a shop near Eastbourne if you are close enough to visit – www.ukweathershop.co.uk/

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

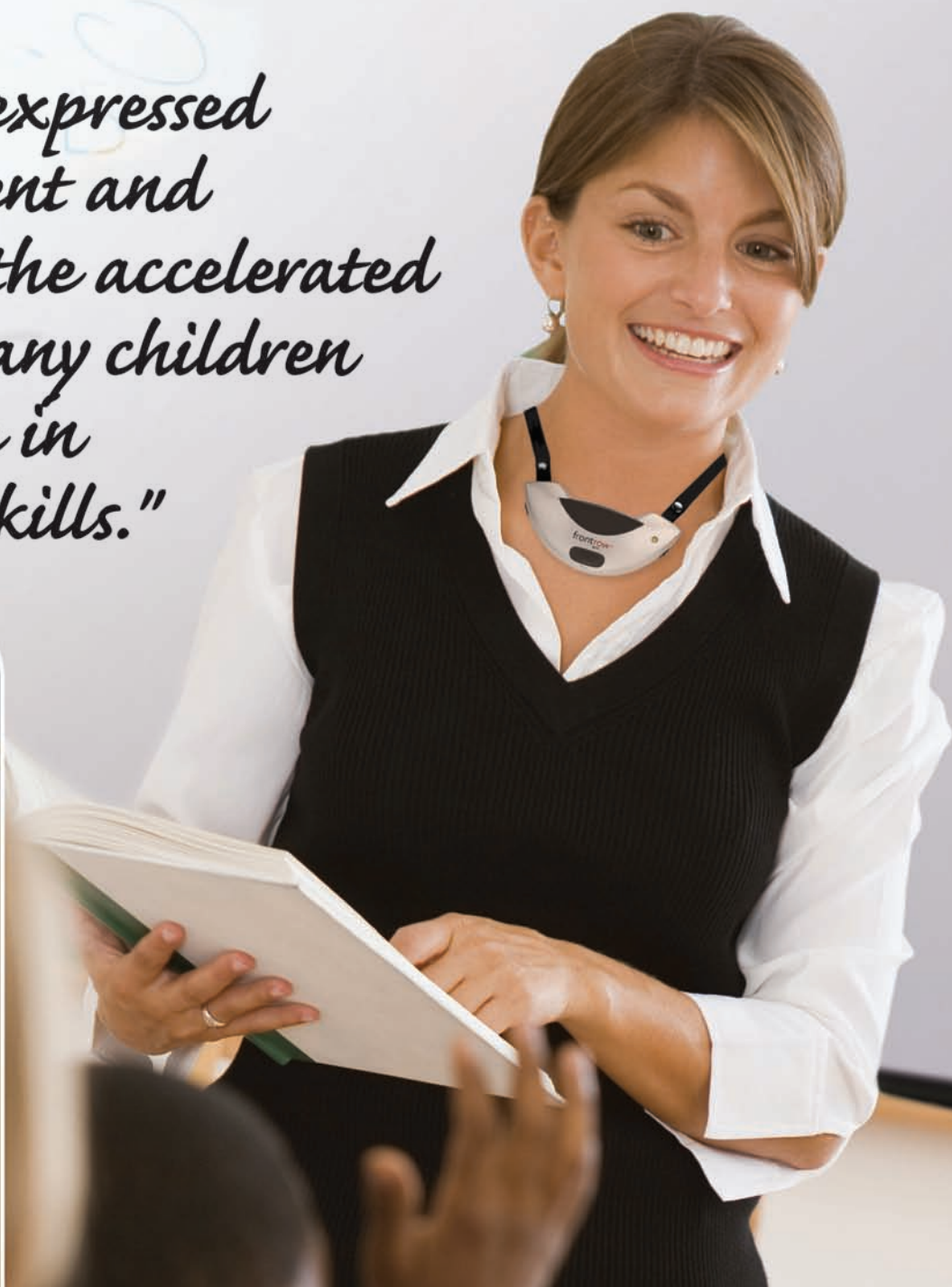
Extract from BATOD magazine
September 2009:*

*"Teachers expressed
astonishment and
delight at the accelerated
progress many children
have made in
language skills."*

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- Managing classroom noise and disruption

*Full extract from BATOD magazine September 2009: "Teachers have expressed astonishment and delight at the accelerated rate of progress many children have made in the last academic year in language skills"



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This and that...

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

Accolade for Frank Barnes

Ofsted has recently singled out Frank Barnes School for Deaf Children in Swiss Cottage, naming it as one of 'twelve outstanding special schools' in the UK. This is the only school for the deaf to be recognised for an award on this occasion and was cited as being 'the most effective in the country for their specialism'. The school was specifically commended for its 'bilingual' teaching, for responding to the individual personal requirements of each child and for providing opportunity, support and a sense of identity to deaf students.

Signed Stories scoops award

ITV SignPost has picked up a top human rights award for developing its storytelling website www.signedstories.com/. Managing Director Malcolm Wright collected RADAR's Human Rights People of the Year award for 'Doing IT Differently' at a glittering awards ceremony at London's Battersea Evolution. The award was presented by world famous deaf percussionist and supporter of Signed Stories Dame Evelyn Glennie.

Driving test theory in BSL



SCARO Training has released an educational DVD covering the *Theory Test Extra* with full British Sign Language translation. The double DVD is presented by deaf people for the deaf community and includes the information needed to pass the driving theory test.

The initial idea came from an approved driving instructor who teaches deaf pupils to drive and discovered that there was a high failure rate on the theory test within the deaf community. After research proved that relevant resources in British Sign Language were non-existent, the idea was born.

Students are guided through the various sections of theory test information with the use of photographs and traffic signs. A brief revision test is included at the end of the second DVD. The *Theory Test Extra* DVD in British Sign Language is available through retailers and libraries.

Europe's top audiologist

Hearing professionals have an opportunity once again to be recognised as leaders in the field following the launch of the 2010 Audiologist of the Year award. Rayovac, the manufacturer of hearing aid batteries, has again joined forces with *Audio Infos* magazine to support this competition which is widely recognised as Europe's top prize for audiologists.

Set up to recognise and reward excellence in audiology, the award invites patients to nominate professionals who have gone above and beyond the call of duty to care. The title of Audiologist of the Year 2010 is awarded to the winner, as well as a cash prize for both them and the nominating patient. The kudos and publicity that go with winning such a prestigious award are also a great way to boost business and provide a perfect shop window for audiology practices.

Audiologist of the Year is open to people living in the UK, France, Germany, Austria, Spain and Sweden. A national champion is chosen in each country before an overall winner is announced. The finale of the competition will come at the 2010 European Union of Hearing Aid Acousticians Congress in October. The winner will enjoy an expenses-paid trip to the event in Hannover and be presented with the prize at a special evening of excellence in front of peers and industry experts.

Further details about the competition, how to enter and a range of promotional materials are available at www.audiologistoftheyear.eu/

Contribute to quality standards

Would you be interested in contributing to or commenting on a set of quality standards for units/resource provision? If so, please get in touch with Joyce Sewell-Rutter at joycesr@ewing-foundation.org.uk.

Abbreviations and acronyms used in this Magazine

ABR	Auditory Brainstem Response	MP	Member of Parliament
ACSW	Association of Communication Support Workers	MSI	Multi-Sensory Impairment
ADHD	Attention Deficit Hyperactivity Disorder	NARA	Neale Analysis of Reading Ability
AGM	Annual General Meeting	NATED	National Association for Tertiary Education for Deaf People
APD	Auditory Processing Disorder	NatSIP	National Sensory Impairment Partnership
ASAG	Audiology Services Advisory Group	NDCAMHS	National Deaf Child and Adolescent Mental Health Service
ASLI	Association of Sign Language Interpreters	NDCS	National Deaf Children's Society
BAHA	Bone Anchored Hearing Aid	NEC	National Executive Council
BAS	British Ability Scales	NHS	National Health Service
BATOD	British Association of Teachers of the Deaf	NHSP	Newborn Hearing Screening Programme
BB93	Building Bulletin 93	Ofqual	Office of the Qualifications and Examinations Regulator
BBC	British Broadcasting Corporation	Ofsted	Inspectorate
BETT	Educational technology event	OLM	Oral Language Modifier
BSL	British Sign Language	PAVT	Paediatric AudioVisual Speech in Noise Test
CAMHS	Child and Adolescent Mental Health Service	PC	Personal Computer
CD	Compact Disk	PDF	Portable Digital Format
CD-ROM	Compact Disk-Read Only Memory	PGCE	Post Graduate Certificate in Education
CHSWG	Children's Hearing Services Working Group	PSP	PlayStation Portable
CI	Cochlear Implant	QA	Quality Assurance
CILT	National Centre for Languages	QAF	Quality Assurance Framework
CMV	Cytomegalovirus	QET	Quality Enhancement Tool
CPD	Continuing Professional Development	QRT	Quality Rating Tool
CRIDE	Consortium for Research in Deaf Education	QS	Quality Standards
CSW	Communication Support Worker	RADAR	Disability network
CYP	Children and Young People	RCSLT	Royal College of Speech and Language Therapists
dB	Decibel	RNID	Royal National Institute for Deaf People
dBHL	Decibel Hearing Level	SASLI	Scottish Association of Sign Language Interpreters
DCSF	Department for Children, Schools and Families	SCS	Sensory Consortium Service
DESF	Deaf Educational Support Forum	SE	South East
DfES	Department for Education and Skills	SEN	Special Educational Needs
DUMB	Doable, Usable, Manageable and Beneficial	SENCO	Special Educational Needs Co-ordinator
DVD	Digital Versatile Disk	SEND	Special Educational Needs and Disability
ECDL	European Computer Driving Licence	Sense	National charity for people with deafblindness
ECM	Every Child Matters	SENSS	Special Educational Needs Specialist Service
EHRC	Equality and Human Rights Commission	SERSEN	South East Region Special Educational Needs Partnership
ELTT	Enhanced Learning Through Technology	SI	Sensory Impairment
ESMP	Early Support Monitoring Protocol	Skill	National bureau for students with disabilities
ESOL	English for Speakers of Other Languages	SLCN	Speech, Language and Communication Needs
EUHA	European Union of Hearing Aid Acousticians	SLT; S<	Speech and Language Therapist
EYFS	Early Years Foundation Stage	SMART	Specific, Measurable, Achievable, Relevant, Time-bound
FE	Further Education	SOECIC	South of England Cochlear Implant Centre
FEAPDA	Fédération Européenne d'Associations de Professeurs de Déficiants Auditifs (European Federation of Associations of Teachers of the Deaf)	SQA	Scottish Qualification Authority
FLSE	Federation of Leaders in Special Education	STRB	School Teachers' Review Body
FM	Frequency Modulation (radio)	TA	Teaching Assistant
GRS	Global Rating Scale	TBA	To Be Arranged
GTC(E)	General Teaching Council (for England)	TBC	To Be Confirmed
HI	Hearing-Impaired or Hearing Impairment	TDA	Training and Development Agency
HMI	Her Majesty's Inspector	ToD	Teacher of the Deaf
HMIe	Her Majesty's Inspector of Education	TSO	The Stationery Office
HOSS	Heads of Support Services	TV	Television
ICT	Information and Communication Technology	UCL	University College, London
ISP	Inspection Service Provider	UK	United Kingdom
IT	Information Technology	UNHS	Universal Neonatal Hearing Screening
ITV	Independent Television	US	United States
LA	Local Authority	USA	United States of America
LLUK	Lifelong Learning UK	v	Versus
LSA	Learning Support Assistant	VI	Visually Impaired/Impairment
MA	Master of Arts	VIEW	Visual Impairment: Education and Welfare: professional association for teachers of visually impaired children
MCHAS	Modernising Children's Hearing Aid Services		
MFL	Modern Foreign Language		

BATOD membership

BATOD activities are funded from your membership fee and some advertising income. Colleagues who share your Magazine and Journal also benefit from BATOD negotiations with government and other influential bodies - but they are not contributing! Persuade your colleagues to join BATOD.

Type	Who	Benefits
Full	Those who hold a recognised qualification as a Teacher of the Deaf	5 Magazines and 4 Journals annually Access to members' area of website Discounted conference fees Voting rights 50% subscription for unwaged
Associate	Those other than qualified Teachers of the Deaf (includes teachers undertaking ToD training; S<, teachers, social workers, parents)	5 Magazines and 4 Journals annually Access to members' area of website 50% subscription for unwaged Discounted conference fees No voting rights
Special	Those working with deaf pupils in a support position eg LSAs, CSWs, TAs	5 Magazines annually Access to members' area of website Discounted conference fees No voting rights
Retired	Members who have retired from paid employment may choose this category of membership	5 Magazines and 4 Journals annually Access to members' area of website Discounted conference fees No voting rights

- Retired members who do not wish to receive the Journal should contact the Membership Secretary and arrange a reduced rate.
- Retired members who return to paid employment should inform the Membership Secretary of their changed circumstances.
- 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.
- Those who live outside of the UK are eligible for overseas membership. Please contact the membership secretary for details

Membership subscription rates due 1 August

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.

	Annual Direct Debit	Quarterly Direct Debit	Cheque
Full members in employment	£ 65.00	£ 17.10	£ 70.00
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The BATOD Treasurer may be contacted via treasurer@BATOD.org.uk

Meetings and training

Calendar

This page is an extract from the Calendar to be found on the BATOD website. Please note that it is not exhaustive. 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
March			
17	Manchester Univ and BATOD	Mentoring Network: Free professional training as a mentor	Manchester
17	Mary Hare Training Services	Access to Music in the Curriculum	Newbury
18	Mary Hare School	Open Day – Mary Hare Secondary School	Newbury
19	The Ear Foundation	Ushers Syndrome Overview for Professionals – all professionals working with children or adults with Ushers Syndrome	The Ear Foundation, Nottingham NG7 2FB
20	The Ear Foundation	Ushers Syndrome Family Day – children, families and adults affected by Ushers Syndrome	The Ear Foundation, Nottingham NG7 2FB
23	The Ear Foundation	Bilateral Implantation – all professionals working with deaf children	The Ear Foundation, Nottingham NG7 2FB
24	The Ear Foundation	MED-EL Workshop: Rehabilitation Resources for Children – Teachers of the Deaf, speech and language therapists, learning support assistants	The Ear Foundation, Nottingham NG7 2FB
25	The Ear Foundation	Deaf Professionals and Cochlear Implants – deaf professionals	The Ear Foundation, Nottingham NG7 2FB
25	Mary Hare Training Services	Supporting Deaf Pupils with Difficulties in Numeracy	Newbury
April			
9	City Lit	Watch Your Language 2010 – a one-day conference on training and standards for BSL interpreters and CSWs	City Lit, Covent Garden, London WC2B 4BA4
10	City Lit	Annual Deaf Day	City Lit, Covent Garden, London WC2B 4BA
16	The Ear Foundation	Adult Issues Focus Conference – all professionals working with deaf adults, deaf adults and families	National College, Nottingham
20	BATOD East	FM with Phonak	TBA
20	The Ear Foundation	Supporting Deaf Children at Primary School for LSAs – learning support assistants	The Ear Foundation, Nottingham NG7 2FB
21–23	Department of Language & Communication Science, City University	Assessing BSL Development – Production Test (Narrative Skills)	City University, Northampton Square, London EC1V 0HB
27	The Ear Foundation	Working with Children with Cochlear Implants in the Secondary Years – Teachers of the Deaf, speech and language therapists, learning support assistants	The Ear Foundation, Nottingham NG7 2FB
27–28	Guymark UK Ltd	Middle Ear Course (10.5 CPD points by BAA)	Birmingham
28	The Ear Foundation	Young People and Cochlear Implants 16–18 years – all professionals working with young people looking to prepare for, or in post-16 education	The Ear Foundation, Nottingham NG7 2FB
29	Mary Hare Training Services	Supporting English for the Secondary Aged Deaf Pupil	Newbury
29	SOECIC	Device Troubleshooting Workshop (13.30–17.00) (see link professionals, training)	University of Southampton
29	The Ear Foundation	Assessment & Monitoring in the Secondary Years – Teachers of the Deaf, speech and language therapists	The Ear Foundation, Nottingham NG7 2FB
30	The Ear Foundation	Deaf Teenagers: Social and Emotional Issues – all professionals working with deaf teenagers	The Ear Foundation, Nottingham NG7 2FB
May			
4	The Ear Foundation	Supporting Deaf Children at Secondary School for LSAs – learning support assistants	The Ear Foundation, Nottingham NG7 2FB
6	Mary Hare Training Services	Hearing Aid Programming – 'Hands On'	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.

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...as should Association information and general queries.

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Enquiries related to the Journal to:
Dr Linda Watson
email l.m.watson@bham.ac.uk

Manuscripts should be submitted online at www.editorialmanager.com/dei

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Magazine Project Manager: Kath Mackrill

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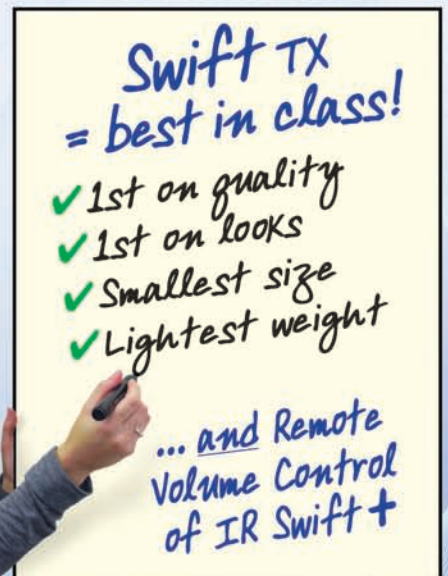
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