



**British Association of Teachers of the Deaf**

**MAGAZINE** • May 2011 • ISSN 1336-07999 • [www.BATOD.org.uk](http://www.BATOD.org.uk)



Conference 2011

# Communicating – Stronger Together

Preparing for National Schools Film Week

Deaf education in Rwanda

NatSIP update



Join BATOD to get THE Magazine for professionals working with deaf children





# FRESH Education Solutions for 2011

## New solutions for: Hearing loss Impaired communication ADHD

- 100% digital sound
- Attractive stigma beating design
- Clearer digital sound
- Push to talk group function
- Solutions for students with CI, hearing aids or fluctuating losses
- Conference microphones for table work
- Integrates with soundfield systems

It is also uniquely easy to-use, portable and can fully exploit all the advantages associated with digital technology.

### Comfort Digisystem Digital FM Works Better!

Scandinavia's leading "FM" system, Comfort Digisystem is better because of its flexible application and unique technology



Comfort Audio  
HEAR THE FUTURE

## Contact us for more information

*The UK's premier supplier of:*



frontrow



PC Werth  
Advanced Sound Technologies

020 8772 2700

[www.pcwerth.co.uk](http://www.pcwerth.co.uk)

[sales@pcwerth.co.uk](mailto:sales@pcwerth.co.uk)

# Contents



## From your editor

Months of hard work and preparation by former president and conference organiser Ann Underwood and other colleagues led once again to a vibrant and stimulating Conference – this time in

Gateshead in the North East. This edition of the Magazine captures much of what went on at that event, which also saw the first presentation of the Peter Preston Award, by Peter's partner Judith, to Jo Franklin for her article on special clinics. The Conference, whose theme was Communicating – Stronger Together, featured a keynote speech by Communication Champion Jean Gross and a range of workshops covering a variety of topics, including language modification, social care, mentoring, Cued Speech, communication support, mental health and well-being and the 14–19 curriculum.

Ten days before the Conference the long-awaited Green Paper on Special Educational Needs and Disability was produced. BATOD will of course be responding to this consultation and there are references to it throughout this Magazine. Please look at the members' noticeboard on the website which will keep you informed about our response. Any ideas and suggestions will be gratefully received at [exec@BATOD.org.uk](mailto:exec@BATOD.org.uk).

## Forthcoming topics

September	Assistive technology
November	Units and resource bases
January 2012	Hearing aids
March 2012	Communication
May 2012	Conference edition

*Paul A. Simpson*  
Magazine editor

## Communicating – Stronger Together

Hello – let's get the message across	4
Getting the show on the road	6
The advantages of Cued Speech	8
Preventing mental illness	10
The need for mentors	12
Communicating clearly	14
Pooling our skills	16
Awards and presentations	18
Curriculum confidence	19
The FM ChIP	20
Learning the IPA	22
What's in a role?	23
Acoustically good?	25
SENCOs in the spotlight	26
The publishing game	28
Understanding language needs	29
Sharing resources	30
I need an interpreter...	32
NatSIP forges ahead	34
The BATOD AGM	36



18

## General features

Time for change	39
A fair chance for deaf children	40
Sign Up with Sing Up	42
Teach the world to sign and sing	44
Calling all film buffs	46
Moving from the comfort zone	48



40

## Regulars

ICT news	54
Reviews	56
This and that	57
Abbreviations and acronyms	58
Calendar – meetings and training	60



57

## Association business

Stronger together	3
Issues from Scotland	49
Communicating... with BATOD members	50
ICToD news	51
What went on at NEC on 20 March 2011	53
Change of address notification form	55
BATOD was there representing you...	56
Subscription rates 2011/12	59
Officers of Nations and Regions	inside back cover



49

## Need to contact BATOD about other matters?

Talk to Executive Officer Paul Simpson

email: [exec@BATOD.org.uk](mailto:exec@BATOD.org.uk) answerphone/fax

0845 6435181

### Cover picture

All photos from the Conference were taken by Arnold and Ann Underwood.

To view all the images taken at the event visit:

<https://picasaweb.google.com/BATODPublications/>

For information on advertising rates see [www.BATOD.org.uk](http://www.BATOD.org.uk)





## Soundfield Classroom Audio Systems from Lightspeed now available in the UK.

As the world's leading supplier in Soundfield, our reputation for product innovation, quality and outstanding customer service is unmatched. We offer the largest range of Soundfield products from our 4, 8 and 12 speaker 800 series systems to our installation-free REDCAT. All with a 5 year next day replacement warranty, plus a no audio blackspots guarantee.

### Installation-free Soundfield systems



Our **REDCAT** system is designed for maximum flexibility delivering clear audio and even sound distribution.

- 5 year warranty
- Personal FM output
- No audio blackspots

### Traditional Soundfield systems



Our **800** series systems are highly configurable, easy-to-use, easy-to-install and deliver high quality audio.

- 5 year warranty
- Personal FM output
- No audio blackspots

### Book an appointment

We will provide a trial system or set up an extended pilot study, free of charge.

To find out more about our Trial Programme for schools and Audiologists, call us on 0845 643 5971 or visit us online at [lightspeedtek.co.uk/pilot](http://lightspeedtek.co.uk/pilot)



# Stronger together

As education continues to undergo radical change, Gary Anderson reaffirms BATOD's commitment to working with members, partners and the Government to support the needs of deaf children everywhere

There have been some pretty rapid legislative changes in England since last year's election, which have presented organisations such as BATOD with new opportunities as well as considerable challenges! The world of the new academies, free schools and the EBac are designed to provide schools with greater autonomy. We are entering a new period in which knowledge seems to be the order, rather than skills. I find it all quite scary on one level, but then again I am reminded why we were drawn into teaching deaf children.

At its simplest, for me it's all about 'relationships'. We are all about growing and developing together. And the medium for that to happen is 'communication' – whether oral, sign, written or augmentative and alternative communication methods, that communication needs to be effective. As you know, my mantra for my presidential term of office is 'stronger together' and I hope that BATOD has been modelling that over the last 12 months. All our activities have been aligned to three broad workstreams:

## Working for BATOD members

- We have been asked by hard-pressed heads of service and team leaders 'what is statutory?' Gone are the days when we can provide a blueprint or model of service provision. However, we have created guidance entitled, *If not statutory then essential*, which is an attempt to ensure that services are not merely reducing to a minimum level of service. This document can be referred to alongside *Features of Effective Services* and NatSIP's *Quality Standards for Services* document when hard discussions with local authority officers inevitably are held.
- We are currently providing guidance on:
  - new equalities legislation
  - what Ofsted inspectors look for in relation to pupils with special educational needs and disabilities when inspecting mainstream schools
  - the new SEN allowance pay scale.
 These will all be on the website soon.

## Working for partners

'Stronger together' has been evidenced in two particular ways recently:

- BATOD and VIEW have established more formal links in the last few months. Gillian Coles, VIEW Co-President, attended our special meeting on membership and models of services. Sue Frazer has represented BATOD at the VIEW conference

in the North West. Judy Sanderson, the other Co-President, will be attending our two London-based NEC meetings in June and September.

- I am proud that BATOD is a strong part of NatSIP, representing all children and young people with sensory or multi-sensory needs. Paul Simpson is a key member of the Reference Group. NatSIP has been successful in the bidding process to access funding from the Department for Education (DfE) to support the work already begun focusing on progress and outcomes for children with sensory impairments, which links in so well with BATOD's CRIDE data work. We will be the stronger for it.

## Working with government

While the White Paper, *The Importance of Teaching*, was quickly published last September, we have had a long wait for the much-heralded Green Paper on Special Educational Needs and Disability. BATOD, alongside 1,800 other respondents, took advantage of an opportunity not afforded since 1997 to influence the paper through a 'Call for Views' during the autumn.

There has been a lot to read and absorb since the Green Paper's publication on 9 March. We discussed it in full during the March NEC meeting and it is essential that BATOD prepares a considered response to the DfE by 30 June. We need to address the main themes:

- Early identification and assessment
- Giving parents control
- Learning and achieving
- Preparing for adulthood
- Services working together for families.

This is clearly a huge and radical agenda. We will continue to ensure that we maintain close dialogue with the governments of the UK so that we are at the table to influence the direction of educational planning.

Finally, I would like to end by passing on my sincere thanks to all members of the NEC and Steering Group and particularly to Paul Simpson as National Executive Officer. It is a great privilege and honour to be your President at this time and I am enjoying it immensely, but I couldn't do it at all if it wasn't for the support and commitment from all BATOD's members.



# Hello – let’s get the message across

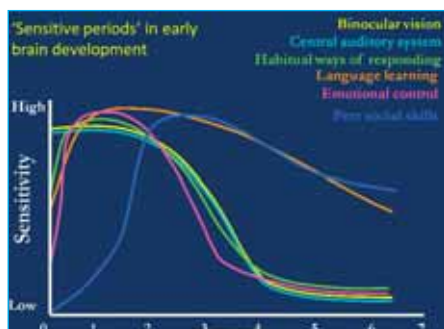
Celebrating the National Year of Communication, Jean Gross gave the keynote speech at the Conference and highlighted its relevance for ToDs. Ann Underwood has the details

People have been arguing for greater support for children’s communication development for many, many years. It was this lobby that led to the Bercow Review. John Bercow’s report highlighted the postcode lottery in speech, language and communication services and pressed for improvements. In response, the Government produced the Better Communication Action Plan, eventually resulting in the appointment of a Communication Champion and the budget for a National Year of Communication. Jean Gross has a wide experience of special needs and at one time had overall management of sensory impairment services working across four local authorities in the Bristol area. Her two-year appointment as Champion includes a brief to inform government thinking, weaving communication into government policy. Jean opened our Conference, describing the challenges facing many children who do not have a good communication base because of either environmental factors or special needs.

The strong message was enthusiastically received by everyone present. This campaign offers us the best chance we’ve ever had to move children’s communication to the top of the agenda – and to make a real and lasting difference for children with speech, language and communication difficulties, their families and all of our communities.

There appears to be a general belief that communication skills develop naturally, with one in 20 parents believing they have no role in their child’s communication development and others thinking it is down to education. In fact, the basis of good communication skills is laid from the moment of birth. Curiously, although the skills of speaking and listening are used most, they are taught least. Far more emphasis is given in school to reading and writing.

	Listening	Speaking	Reading	Writing
Learnt	first	second	third	third
Used	most	next to most	next to least	least
Taught	least	next to least	next to most	most



We need to talk to babies from birth, starting early rather than trying to fix problems later. Developing turn-taking (serve and return), learning

nursery rhymes, sharing books, reminiscing about events, all need to be happening continuously in an environment that doesn’t have distractions, such as background noise from speakers or TVs.

As ToDs we have knowledge of the benefits of Soundfield Systems and can encourage their use in schools and demonstrate by example how effective they are at improving the listening environment.

Children with language difficulties persisting at the age of five-and-a-half are at very high risk of literacy difficulties. For one group of Year 5 children with poor reading comprehension, an intervention to boost oral language skills made more difference to reading comprehension than an intervention directly teaching reading comprehension skills.

### Policy context for the ToD role

The introduction of commissioning, with GP consortia having financial control, presents challenges in relation to health funding. At the same time, local authorities are holding reduced budgets, with schools increasingly becoming the commissioners of the future.

The proposal of the recently launched Green Paper is a single education, health and care plan covering the 0–25 age range, and by 2014 there will be in place a right to a personal budget allowing parents to have a powerful input into what and how services are provided. It is not clear how this will affect ToDs – a cluster of schools may opt to buy services together. There are to be health and well-being boards in authorities covering health and education. Schools will buy in services but there will need to be strong evidence and data provided by well-managed services. As the Health Service is to be run by patients deciding what they want, we must empower parents to fight for what is right for their child.



Hello is the National Year of Communication – a campaign to increase understanding of the importance of good communication skills. It aims to make communication a priority for all children and young people in

homes, settings and schools across the UK.



The campaign is run by The Communication Trust, a coalition of over 35 leading voluntary sector organisations, in partnership with Communication Champion Jean Gross. The campaign aims to create a society where the critical importance of communication in our lives is realised. This will be done by improving understanding and disseminating information on typical communication development, how to spot if children are struggling and how to make sure they get the right help and support.

The National Year will provide tangible improvements for the 1.2 million children and young people in the UK with some form of long-term speech, language and communication need. These improvements include:

- more support for parents and carers
- earlier identification of children's difficulties
- earlier and more appropriate referral to specialist support
- raising the profile of the right to be supported to develop good language and communication skills
- helping parents and practitioners to know what they can do to provide that support.

Hello has produced several publications and posters that are freely available, and the *PowerPoint* presentation that supported Jean's keynote speech at the Conference is available in the conference folder on the BATOD website. These can all be used to share and disseminate the information and encourage professionals and parents to develop communication skills in children.

To involve parents, some settings have made story sacks, musical instrument bags, verb bags and treasure boxes. Each contains a small piece of advice for parents on how to interact with the child, for example 'Spend ten minutes playing with these items', 'Wait for your child to comment on these items *before* you do.'

Throughout this year events have been running based on a monthly theme, culminating in awards – for communication-friendly setting/primary/secondary school of the year, best multi-agency team of the year, young communicator of the year and other categories. The themes for the rest of the year are as follows:

**May** – *Good communication begins at home*

**June** – *Imagine life for those who struggle*

**July** – *Skills for work, life and play*

**August** – *Talk and go*

**September** – *Back to school*

**October** – *More than words*

**November** – *Celebrating communication*

**December** – *Talk to the future.*

I CAN's Chatterbox Challenge is an annual activity for nurseries, children's groups and childminders. Children aged 0–5 have fantastic fun and develop their communication skills by singing songs and rhymes. Chatterbox Challenge is a milestone event of the Hello campaign. February and March were the official Chatterbox Challenge months, but people can take part when it suits them best.

Hello is keen to hear about any local resources that can be signposted. For example, Hounslow has created five films (commissioned and funded by the early years department as a spin-off from Pathfinder work) – [www.hounslow.gov.uk/speech\\_language\\_videos/](http://www.hounslow.gov.uk/speech_language_videos/) They are only short – maximum five minutes long – and include top tips from professionals working in speech and language in Hounslow. The videos are published on YouTube and are supported by posters, postcards and credit cards, with top tips for parents and early years practitioners. Electronic versions of these are also downloadable.

Almost everything that we do as ToDs is about communication and developing communication skills. This campaign supports and extends to all children and young people, encouraging parents and professionals to provide good environments for listening and talking. The support materials – and probably a lot of your personal materials – are relevant to the work that we do.

Please take the National Year of Communication on board and join Jean Gross in this exciting initiative – sign up for further information at [www.hello.org.uk/](http://www.hello.org.uk/)

*Ann Underwood is the Conference Organiser and was President of BATOD from 2008–10.*

# Getting the show on the road

Ann Underwood explains what it takes to put on a big BATOD event

**B**ATOD is *your* professional association and although the budget is limited by membership numbers, the NEC manages to do a great deal to serve Teachers of the Deaf. We really need to encourage all ToDs to join BATOD as that will increase the financial envelope that we operate in as well as give greater weight to our public presence! Apart from the Magazine and Journal, BATOD is represented at many government-level discussion meetings, we are involved with exam modification, the development of materials, research and training. BATOD seeks to provide everyone with an opportunity for continuing professional development (CPD) by providing local and national study days, workshop sessions and conferences, but the budgets dictate that delegate numbers need to be fairly high.

Funding from the workplace budget for attendance at BATOD events is reducing – but it has been suggested by a head of service that if everyone indicated that they were willing to attend such provision then money could be set aside to go towards the costs. All BATOD events are staged as cheaply as possible (usually between £50 and £100 per event) and throughout the year there are one national and two or three local CPD opportunities.

The organisation of the Conference follows a regular pattern and as soon as one event is over preparation for the following year begins, with NEC considering the topic and a draft outline of the workshops. For several years the Conference in London has been in Wandsworth and in alternate years there is the added challenge of finding a suitable venue somewhere in the UK. Following the untimely death of Peter Preston last year and the generous donation to create the

Peter Preston Audiology Award, it was agreed that the 2011 event would be in the Newcastle area. The Newcastle Marriott Hotel MetroCentre was chosen and from the evaluation forms it proved to be an 'excellent' venue: good food served in comfortable surroundings, attentive staff and space for our workshops. For those who took advantage of our special room rate, the rooms were large (they had to be to accommodate the large beds!) and the leisure complex or MetroCentre shopping provided a diversion before and after the Conference. Thanks are due to all those who assisted with the organisation of the day as they made the event move smoothly

through – and especially Malcolm from the Marriott who efficiently sorted out queries and requests.

This year the exhibition was situated at the back of the main hall and Mary Fortune had a full complement of exhibitors. We were delighted to have three Gold and five Silver sponsors as well as the regular stands. The main cost of the Conference is underwritten by the exhibitors, as delegate fees alone would not cover the expenses of workshop presenters, food and administration; in return, of course, the exhibitors expect delegates to visit stands and look at the materials available – perhaps being persuaded to buy something.

Sponsorship has several guises. Each year we are grateful to PC Werth for the provision of the Soundfield System for the main hall. This year each workshop room had a portable Soundfield System – provided by Lightspeed and PC Werth. Several BATOD colleagues brought along data projectors to overcome the high rental fees otherwise incurred for this essential technology. Many thanks for this help.



Cochlear provided a new diversion this year – a musical 'masterclass' over an extended lunchtime when Richard Reed explained how his cochlear implant had given him back the joy of music – in the session Unplugged and Tuned In.

Delegates appreciated the presentation while eating their lunch. We look forward to similar events at future conferences.

All of the workshops received complimentary evaluations, with some special requests to have on a regular basis:

- Language modification – Maureen Jefferson and Rachel O'Neill are working on training packages, and details will appear in the Magazine and on the website in due course (Articles >> Reasonable adjustments).
- Mental health and social well-being/autism.
- Resources and materials – the website folder (Articles >> Resources) will be expanded as items are sent in to [website@BATOD.org.uk](mailto:website@BATOD.org.uk); meanwhile have a look and see what is available currently.

Many of the presentations or reports from the day will appear in the Magazine and also on the website. Remember that next year you will benefit more if you come along – so secure some funding and put the date in your diary: Saturday 10 March 2012 (London).

*Ann Underwood is the BATOD Conference Organiser.*





# CLEARVOICE™

*The Clear Choice for Confident Communication*



## The Industry's NEWEST, MOST ADVANCED Technology for High-Performance Hearing with Advanced Bionics® Cochlear Implants

AB's revolutionary ClearVoice™ strategy, built on HiRes Fidelity 120® sound processing technology, is designed to automatically analyze and adapt to each listening situation you encounter throughout the day, separating the distracting noises from what you want to hear most—speech.

ClearVoice has been developed so that you can hear your spouse in a restaurant, your child in the car, your teacher in the classroom, or your favorite singer on the radio—without ever needing to change a program or make an adjustment to your sound processor.

Learn more about AB's cochlear implant systems and the industry's newest, most advanced hearing technology by calling +44 (0)12 23 84 78 88 or emailing [uk@advancedbionics.com](mailto:uk@advancedbionics.com).

"When they put me in the sound booth...my old program with background noise, listening to sentences was about 40 percent. With ClearVoice, I was able to go from 40 to 88 percent. That's just a significant change!"

—Deborah Lenihan of Alberta, Canada, implanted at age 36

## Hear the Difference

Try the online demonstration today at:

[www.BionicEar.eu](http://www.BionicEar.eu)

**You'll hear and see that ClearVoice is the clear choice for confident communication.**



# The advantages of Cued Speech

Anne Worsfold's workshop demonstrated the practical use of Cued Speech in improving language and communication and the understanding of literacy and phonics

The workshop had two complementary themes. The first was language and communication and explored research and case studies from the USA and Europe which provide further proof that the system of Cued Speech – used in day-to-day communication by hearing family members – will give deaf babies and children access to the grammar, vocabulary and syntax of the English language. The second theme was literacy and phonics and looked at classroom use of Cued Speech for literacy.

## Language and communication

After 40 years, Cued Speech is still misunderstood, even by some teachers, and many find it hard to explain to parents. Research shows that Cued Speech lip-reading is 96% accurate and it's obvious that it gives access to every phoneme of English, but it's hard to make the mental leap to realising that it therefore gives access to the whole of language.

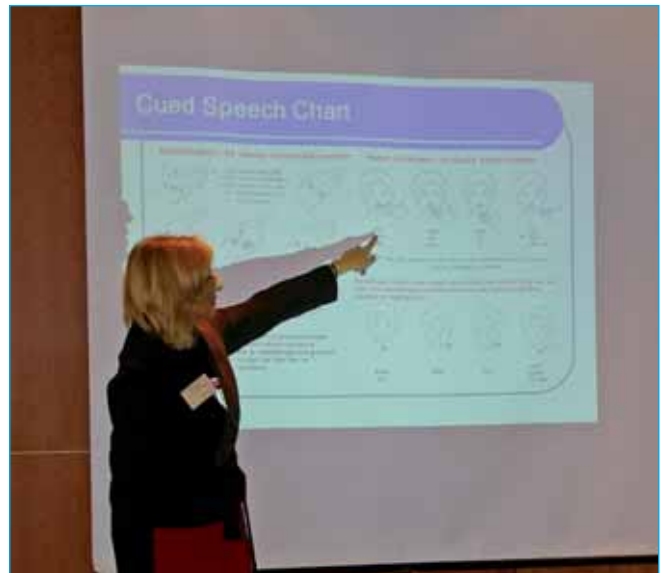
This might help explain Cued Speech to parents:

- Speech is not language – a parrot can speak, but has no language.
- Language is what we think in, but it doesn't have to be 'sounds in our head'; sounds are not necessary for language.
- Speech, in English, is made up of just 44 phonemes; Cued Speech, in English, is made up of the same 44 phonemes.
- Speech is an audible phonetic 'code' for spoken language and through it language can be learnt.
- Cued Speech is a visual phonetic 'code' for spoken language and through it language can be learnt.

So many hearing parents are encouraged to 'just communicate', and while communication is a vital first step, it is not language. Cued Speech gives a tool to communicate – but through complete language, the English language that hearing parents already know.

There is a large body of research that shows its effectiveness. Professor Kelly Crain of the University of South Florida referred to just some of the research when he wrote:

*'Deaf children of hearing parents who cue their native spoken language have been found to develop that language according to the same milestones as hearing peers.... Hearing parents can learn to cue at a rate and accuracy level sufficient to deliver*



*linguistically complex information to their deaf children within 2–3 months of learning the system.... Deaf children exposed to multiple languages by fluent models of those languages can develop both languages and become bilingual in a fashion similar to hearing children.... Cueing provides children with access to complete language, including such function words as prepositions, often missed by deaf children from other communication backgrounds.... Indeed, deaf children whose parents and teachers cue (and/or who work with skilled transliterators) have been found to develop the written forms of spoken languages in ways similar to hearing children of hearing parents....'*

A new case study adds a further dimension to our understanding of Cued Speech. In a second-generation cueing family the deaf twins of deaf cueing parents reached normal English language milestones from birth to 18 months despite 'minimal and inconsistent' hearing aid use. They were implanted at 18 months. When they were four years and eight days their Test of Early Reading Assessment (TERA-3) found hearing age equivalents of between four years, three months and six years, four months, an average of just over five years hearing age equivalent – a full one-year ahead of their chronological age. The case study is included in the new book, *Cued Speech and Cued Language for Deaf and Hard of Hearing Children* edited by Carol J LaSasso, Kelly Lamar Crain and Jacqueline Leybaert.



**Literacy and phonics**

The huge advantage of Cued Speech over any system of visual phonics is that it works at a language level *and* at a phoneme level.

If deaf children who have been brought up with Cued Speech are taught phonics (using Cued Speech) they can make the connections between the words they know and the phonemes that the words consist of. They can learn to read as easily as hearing children, and case studies show remarkable progress. As one cueing parent wrote, 'When X was first diagnosed as deaf, one of my greatest fears was about whether he would be able to learn to read. As it turned out I really had nothing to worry about. X at three years, 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 if I'd actually believe it possible.'

Cued Speech can also be used to teach phonics to children who have not had early access to cued language, and work at Exeter Royal Academy for Deaf Education (ERADE) showed huge progress with minimal input. An unpublished study of six sign language-using deaf children (aged between 7 and 14 years, with very little English and five with additional problems, some very significant) found the following improvements, after 28–114 hours of exposure to Cued Speech in total:

- Attitude to English – all improved significantly (for example, from 'strongly disagreeing to liking English' to 'agreeing to liking English').
- Lip-reading – improved by 66%.
- Lip-pattern production – improved by between 23% and 73% (for example, from 0–32 of the 44 phonemes and from 12–43 of 44 phonemes).
- Literacy level – improved by an average of six months.
- Phonetic awareness – improved by between two months and six years, five months.

If you want to use Cued Speech to teach phonics take advantage of the free THRASS Phoneme Machine with Cued Speech option, downloadable from [www.thrass.co.uk/teaching.htm/](http://www.thrass.co.uk/teaching.htm/) It teaches the 44 phonemes and 120 main spelling choices of English using 500 key words which are spoken, written and cued.

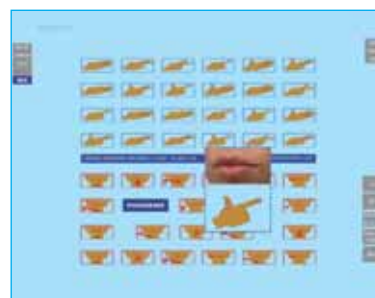


There are three main sections, all of which have a Cued Speech option.

1 The Calendar (left). Clicking on each word in the calendar produces

either a spoken or a cued version of the word – ideal for learning to read whole words. As shown, it covers the days, dates, months, numbers, colours and letter names.

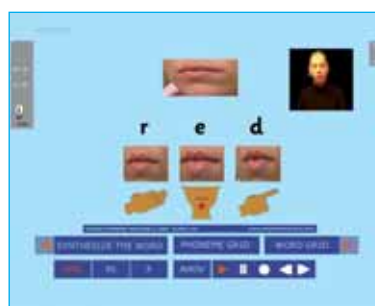
2 The Phoneme Grid has videos of moving lips pronouncing all the 44 phonemes of English – in the order of the THRASS charts.



In the Cued Speech option (left) the videos of the lips are larger and the handshapes and positions of Cued Speech are added.



3 The Word Grid (left) shows all the 500 key words – all of which have a spoken version and a video of the cued word.



Double clicking on a word on the Word Grid opens a new page (left) with videos of the phonemes and videos of the whole word both spoken and cued.

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

**Further information**

The Cued Speech Association UK is a national charity providing information about and training in Cued Speech. It offers face-to-face tuition, e-learning or a combination of both. Its annual Devon Summer Camp combines learning with a holiday.

Cued Speech uses eight handshapes in four positions near the mouth to clarify the lip-patterns of normal speech. It takes about 20 hours of study to learn the system but more practice is needed to become fluent. Visit [www.cuedspeech.co.uk](http://www.cuedspeech.co.uk) for details or email [info@cuedspeech.co.uk](mailto:info@cuedspeech.co.uk) or call 01803 832784.



## Preventing mental illness

In his workshop on the prevention of mental illness in deaf children, Barry Wright stressed the importance of supporting social and emotional development

There is research from all over the world that shows that young people who are deaf have two to three times higher rates of mental health problems than hearing young people. This may be for many different reasons. Some children who are deaf have neurological problems or syndromes that may affect their development, and neurological problems are a well-known risk factor for emotional and psychological problems. Children who are deaf are more likely to experience teasing, bullying, social isolation and are also more likely to experience child abuse, and all of these can have emotional consequences.

Some 90% of deaf children are born into hearing families, and many families have not been expecting a deaf child and so have to make rapid adjustments. This can be difficult for some families. Until recently, diagnosis could be late, meaning that those children faced additional challenges. This should become a thing of the past since the Newborn Hearing Screening Programme has been in place. Lack of access to communication in early life is known to have significant consequences for anybody and in deaf children can lead to language and cognitive delays, but also very importantly, social and emotional developmental delays. Some children miss out on the early building blocks of psychological development and that stores up problems for them in the future. Policy makers also have a role to play in making sure that deaf children have access to good education, with good communication so that they are constantly learning and are never socially isolated.

### ToDs also now fully understand the great importance of social and emotional development for deaf children

All this means that all of us have a responsibility to prevent mental illness in children, young people and adults. We can do this by making sure that there is good communication from birth and making sure that there is good education. Teachers of the Deaf have been a crucial part of this process for many years, and many families regard them as a mainstay of their support as their child grows and develops.

Teachers of the Deaf around the country are doing excellent work in terms of establishing good language and communication and supporting young



Members of the York branch of the National Deaf Children, Young People and Family Service

people through the education process. ToDs also now fully understand the great importance of social and emotional development for deaf children. While in the past, the focus was on speech and language, there is now a crucial part of the work that focuses on supporting the social and emotional development of deaf children. This is done through encouraging parents to promote play, joint attention and imaginative reciprocity. It is also done through making sure that parents and carers are regularly exposing their deaf children to social and emotional aspects of learning. This is very much day-to-day work that parents need to be doing, and it can easily be forgotten when the child is deaf and may have other difficulties, and where parents are focusing on their immediate needs, physical aspects, hearing or language. This crucial social and emotional work is rightly a source of great pride to Teachers of the Deaf, who recognise the importance of developing the whole person.

### National Deaf CAMHS

In October 2009 the National Deaf Child and Adolescent Mental Health Service (NDCAMHS) was launched in England. At the moment there is no such service in Wales or Scotland. This service has been gradually evolving and developing and now has four main centres in York, London, Dudley and Taunton. There are also team members based in six other outreach centres comprising Oxford, Maidstone, Cambridge, Nottingham, Manchester and Newcastle. This means that in practice in every



strategic health authority in the country (ten centres) there are clinicians who have had training in child mental health and deafness. These teams are small and have involvement from child psychiatrists, child clinical psychologists, community mental health nurses, deaf family support workers and deaf advisers, and many of the teams also have other professionals, such as language therapists, occupational therapists, social work practitioners and family therapists.

These teams are not there to take over from local child mental health services. One of the mission statements is that all children should have access to child mental health services across the country regardless of whether they are deaf or not. This new team will help local child mental health services to develop confidence and skills in supporting deaf children, and will where possible work alongside them. The national deaf CAMHS (called by families the 'Deaf Children, Young People and Family Service') will see deaf children with the most complex difficulties, including very complex syndromes, neurodevelopmental disorders, autism spectrum disorders and severe mental illness.

## Most of the mental health research has been on hearing children

Another role of the national service is to support and network with Teachers of the Deaf, social workers for the deaf and also voluntary agencies such as the National Deaf Children's Society (NDCS). If you are a Teacher of the Deaf then there will be a local point of contact for you to have a chat with the NDCAMHS and it will hopefully be able to provide advice and signposting to local services that can support you or directly get involved alongside your service. We hope to work well together as professionals.

### Research supporting deaf children and their families

Another aspect that is important for the emotional and psychological well-being of deaf children is that there is relatively little research that has been carried out so far in this area. Most of the mental health research has been on hearing children. We aim to begin to redress this balance and have established a research group (sponsored by the mental health research network), which has involvement from BATOD, NDCS and a range of clinical professionals working with deaf children, including deaf research institutes. We hope to build a portfolio of research.

We are currently carrying out a study to translate the Strengths and Difficulties Questionnaire (a widely used mental health screening tool in hearing children across 60 countries in the world) so that it is

accessible to deaf children and deaf parents or deaf teachers. We have also put in bids to the National Institute for Health Research to do studies that would:

- more clearly determine the mental health needs across the country by screening 3,000 deaf young people
- assess the best interventions that are helpful in improving social and emotional development and preventing mental illness in deaf children and young people
- test, via a small randomised control trial, an intervention to improve social and emotional development in very young deaf children.

We have not heard if this bid has been successful as yet, but if not we will continue to apply for further funding to carry out these aspects of work where possible.

We are also looking at applying for funding to improve autism spectrum disorder assessments in deaf children, in order to be able to set up a national system for doing prompt and accurate assessments. Research institutes in Bristol, London, Nottingham and Manchester have also been building research agendas.

Perhaps most importantly, we have started a user and carer group to begin to understand better what deaf children themselves want and what their parents and carers think our priorities in research for the future should be – if anyone is interested in this then please email [Barry.Wright@nypct.nhs.uk](mailto:Barry.Wright@nypct.nhs.uk).

### Future challenges

Currently we are in a time of change, with the Newborn Hearing Screening Programme now fully in place, more and more children receiving cochlear implants from an earlier age and children receiving bilateral implants instead of unilateral ones as a result of NICE guidelines. There is also likely to be increasing pressure on services as local authorities and the NHS make cuts over the next few years. However, the bottom line is that all of us as professionals supporting parents, carers, children and young people have a day-to-day central role in making sure that any decision made with respect to a child is made in the knowledge that it will benefit their social and emotional development and will continue to support the excellent work that parents and teachers do in making sure that children's development is nurtured. It is hoped that future generations of deaf children may not experience such high rates of mental health problems.

*Barry Wright is a consultant child and adolescent psychiatrist and the National Clinical Lead at the National Deaf Children, Young People and Family Service in York.*

# The need for mentors

In her workshop, [Wendy McCracken](#) described the setting up of a mentoring programme for newly qualified Teachers of the Deaf

**C**hange is constant and inevitable, bringing with it challenges and opportunities. Within the field of deaf education, change has been positive and exciting with, for example, the introduction of the Newborn Hearing Screening Programme, digital hearing aids and fully integrated FM systems. However, current financial constraints that are leading to severe pressure on local services cause considerable stress within the system of provision.

This is the work environment that newly qualified Teachers of the Deaf are entering on completion of their training. The training itself is now significantly different from that of even ten years ago. The knowledge pool is expanding rapidly as researchers shed new light on language acquisition and on literacy and numeracy. Technological innovation is rapid and challenging, both in respect of hearing aid technology and also in the use of computer technology. The populations who require access to ToD services are increasingly diverse and demand new approaches. In this exciting situation newly qualified ToDs face one challenge that all ToDs have always faced – initial training is just that, it is impossible to learn all you need to about teaching deaf children on any initial training programme.

The Training and Development Agency funding for mandatory training courses stipulated that funds should be used to enhance course provision and to ensure a legacy for future students. It also stressed that course providers should wherever possible work closely with each other, stakeholders and the professional associations. As part of its bid the University of Manchester applied for funding to establish a mentoring network for newly qualified ToDs. There are a number of reasons that this was felt to be an important development that would enhance training and support good practice.

Newly qualified ToDs frequently join services or resource bases where access to a qualified and experienced ToD may be limited. This situation is further compounded by the fact that over 50% of the profession is over 50 – the knowledge and expertise of this group will be lost to the profession over the next decade. The profession is currently going through major structural changes. There is evidence that services are increasingly being led by non-specialist teachers and other professionals.

Some small services have staff all trained within the last four years, including the current head of service.



There is no member of staff with sufficient experience to act as a mentor. Students have also reported that when they work with schools or services some of these are very resistant to new ideas and changes in practice (even where national guidelines exist) and fail to include assessment or planning as part of regular practice. Thus even access to experienced practitioners locally does not necessarily mean that newly qualified ToDs are allowed to introduce changes in practice or new research to inform approaches.

Following a discussion with BATOD, the mentoring programme was launched at the University of Manchester. In order to do this two trainers were identified, both with considerable experience in such training, including training United Nations Peacekeepers, therefore they were ideal for tackling ToDs! There was considerable interest in being involved in mentor training. All course providers were invited to attend the training, plus an additional 20 ToDs. These professionals came from across the country and from a wide range of provision. Prior to attending the training course all attendees were asked to complete a questionnaire online that looked at their style of task accomplishment and conflict management, adapted from the Thomas Kilmann Conflict Mode Instrument. They all received feedback on their style but only after they had predicted their own skills. This proved to be an illuminating session for all involved.

The training involved an overnight stay at the conference centre, with a meal and also a workshop in the evening to set the scene. The training day was focused strongly on establishing an understanding of political, conflict and emotional literacy and how these impact on our interactions. Some practical scenarios taken from student reports were used to inform role-play activities. There followed a discussion of Belbin's team role models, recognising the contrasting styles,



each of which bring positives and negatives. This interesting consideration of the very different styles promoted discussion of the challenges that might arise with different mentee styles. It was therefore very useful to consider the five styles of handling interpersonal conflict and how these could be used to inform our work with mentees. In looking at our own styles, mentors were provided with examples of how to make use of their own style. Interestingly, information on how to recognise and reflect on areas where individually we had a high or low score was also provided.

The final practical session allowed attendees to practise and reinforce their skills as mentors. Each participant took a role as mentor, mentee or observer. Following one round each took on a new role until all participants had tried each role. The final session gave consideration to everyone's continuing development as a mentor. It was fascinating to look at the overall styles of conflict handling within the group. A quarter of the group demonstrated a high preference for a very practical approach to solving problems. There was a very low tendency within the group to act as a chairperson or to act as shapers who like quick decisions, actions and results. The participants were very strong in terms of innovation and a problem-solving approach and equally high on facilitating action – 'knowing someone who can' – and on teamworking. This was an unusual profile of a group and promoted questions regarding the unusual profile of the mentors as a group of professionals.

Each ToD training programme was offered places on the mentoring scheme. A short *PowerPoint* presentation was sent to each trainer to introduce the mentor programme and see who would be interested. Places were allocated and mentors were all given one or two mentees. It was agreed that mentees should not be mentored by someone who had trained them. Mentors were asked to contact their mentees. It was envisaged that there would be five sessions in the year and this programme would then be evaluated from the perspective of both participants. There are several key questions emerging already:

- Why do some newly qualified ToDs who have signed up for mentoring then fail to engage with the programme?
- Are there specific types of students who would get more benefit from mentoring?
- Should consideration be given to a mentoring scheme that is available to qualified ToDs?

### Is mentoring really necessary?

In reviewing students' experiences on placement all were given the opportunity to reflect on their experiences. By using an approach from Participatory Photography, students were given the chance to focus on specific aspects of their placement and were

encouraged to draw a picture and choose a suitable frame. They produced some fascinating pictures, with recurring themes of the complexity of the task, the horrors of keeping teaching placement files and late nights doing lesson plans.

Picture one was concerning not only in what it portrayed but in the fact that the student chose to use a glass frame to ensure she remembered how important this point was. Many students talk about light bulb moments when things suddenly come together and 'make sense'. This student explained that when she undertook hearing aid checks each morning using the Ling sounds she had been told this was quite unnecessary and only done at university. She carried



Picture one: A light bulb moment

on doing daily checks and did discover one child's aids that were problematic, checked them through a test box and identified major problems and arranged a replacement aid with audiology. When asked why the hearing aid was green the student explained she had been naïve in assuming all ToDs would carry out daily listening checks.

The second and third pictures (not shown) illustrated some of the challenges met by students while on placement. They provide an insight into the situations some newly qualified ToDs may find themselves in and answer the question of whether we need a mentoring programme for newly qualified Teachers of the Deaf. Picture two illustrated a frustrated student who knew what good practice looked like but felt unable to implement her ideas on placement. She drew a picture of herself with her hands tied. Picture three was most concerning and showed a student with a zip across her mouth and a visitor badge – she was placed in her home service.

So is a mentoring scheme needed? Yes, it would seem so. Mentoring is not only for extreme situations but for everyday challenges and simple concerns. Such a scheme offers the chance for an outside view that should support and help take the individual forward. There will be a full evaluation at the end of the academic year.

Free mentoring training will take place on 25 June at the University of Manchester. Email me at [wendy.mccracken@manchester.ac.uk](mailto:wendy.mccracken@manchester.ac.uk) if you would like to be considered for a place

*Wendy McCracken is a senior lecturer in deaf education at the University of Manchester.*



# Communicating clearly

Rachel O'Neill and Maureen Jefferson's workshop tackled the issue of modifying written texts for deaf learners



Whether we call it language accessibility, language modification or language differentiation, it is something all teachers do to varying degrees in their interaction with deaf learners. We know how important this is to enable learners to access the lesson, the text, the assessment and the examination.

## Modifying classroom materials

As part of her PhD research, Rachel recently asked teachers across the UK for examples of classroom texts modified for deaf learners. The range of texts she received was very wide, including *PowerPoint* presentations, handouts, exam papers, short stories and even poetry. The next stage in the research will involve organising focus groups of teachers/CSWs and deaf learners to find out more about how they perceive modified texts. Finally, the research will include a series of observations at schools and colleges to see how modified texts are used in the classroom.

There is not one correct way to modify a text for a particular deaf student. Some learners like to receive a text that has the same page numbering as the original, so students all turn over at the same time. Others may not want a modified text used in class, but may be happy to receive it in tutorial. Modifying texts is a process of negotiation between the author of the text, often a subject teacher, and the deaf user. In many ways this is like the translation process between separate languages.

## The situation in England, Wales and Northern Ireland

A more specialised type of modification occurs with examination papers; BATOD members have been modifying the language of exams for over 25 years. The process of language modification varies according to the examination board and its method of working towards assessment. The general principles at Key Stages 4 and 5 are that examination papers are written by principal examiners within the constraints of the specifications, question stems agreed by examination boards and Ofqual and the problematic issues of adapting source materials. Many publishers will not accept any adaptations.

The first draft of the paper is forwarded to a reviser (vetter in Scotland) for initial comments. Principal

examiners review their paper in the light of the reviser's comments and make relevant changes. The papers are then sent to other examiners for comment and at this stage the papers can be sent to a language modifier. Prior to this no formal language modification has occurred. No copies can be made of the papers by modifiers or examiners as these are live papers and therefore confidential. Comments and papers are returned to the board to be discussed at a Question Paper Evaluation Committee (QPEC) meeting. A modifier is sometimes invited to this meeting but attendance is by invitation only. The modifier has no further connection with the paper and will not see it until it is taken by candidates approximately two years later. Modifiers do not receive feedback regarding the acceptance or feasibility of their suggested modifications.

Papers taken by a large number of candidates are usually modified at source. At GCSE this would include subjects such as English, maths and science but varies greatly at GCE and with individual boards. Minority subjects are often modified later if there is a request from a centre for a candidate with specific needs. This is secondary modification and again the modifier does not receive feedback nor see the final modified paper until it is taken by the candidate.

BATOD has a list of accredited modifiers who have completed a BATOD/NATED training course in key linguistic features and the language of exams. This list is accessible to the exam boards and they can invite a modifier to review a paper or attend the QPEC meeting. However, the exam boards are under no obligation to use an accredited modifier and it is difficult to find out who has modified a paper or which modifications are accepted.

## The situation in Scotland

The Scottish Qualification Authority (SQA) currently gives all its examiners the BATOD/NATED advice on writing examinations in clear English. However, no training sessions for examiners and vetters are offered and no modifiers on the BATOD/NATED accredited list are invited to modify papers at source or for individual learners. Interestingly, SQA does have a panel of teachers of visually impaired learners organised to adapt exam papers for visually impaired candidates. SQA could be reconsidering its position on exam language modification at the moment. It has



very good arrangements for candidates who use BSL or SSE. These candidates are allowed to respond to exam questions in sign, but so far this approach has not extended to the wider group of deaf candidates who would probably benefit from modified language papers.

### Training a language modifier

For many years BATOD has run the only available language modification for examinations course predominantly aimed at ToDs. There are approximately 17 BATOD accredited modifiers on the list. We think there are more of you, so if you are one of the 'missing' then please contact Maureen at [exams@BATOD.org.uk](mailto:exams@BATOD.org.uk). With the introduction of the Equality Act, the need for a group of professional modifiers trained to modify for a wider range of impairment issues became necessary. Candidates who require language modification of examinations have a wide range of language needs and therefore the approach and subject content would require the involvement of other professionals in the field of additional support. With this in mind BATOD is developing accredited training in the modification of examinations in collaboration with other organisations, such as the British Dyslexia Association, Afasic, RNIB and groups involved with English as an additional language, autism, speech, language and communication needs and so on.

We are hoping that a university or other accreditation body will develop and accredit a new postgraduate course in modifying the language of exams. The aim is for this course to be mostly online, with one weekend of practical activities. Signature runs a qualification called 'The award in modifying written English texts for deaf people (MET3)' which is of A-level/Higher Level standard. This qualification could be useful for CSWs or classroom assistants and ToDs wishing to refresh their skills. More information can be found on the Signature website.

In addition, Ofqual is developing an online consultation document on language accessibility, and BATOD is involved in this. The resulting guides could form part of the new training programme.

### Feedback from the workshop

The practical part of the workshop involved looking at a range of exam questions and commenting on the language accessibility in relation to the learners we work with. It was at this stage that we stressed the need for teachers to respond if they felt that a question was not accessible or had been successfully modified. To aid this process there is a form on the BATOD website which can be sent to the awarding body and to BATOD so that we can monitor the situation. The pathway is: Articles >> Reasonable adjustments >> Language modification >> Language modification feedback.



We discussed the process of modifying for exam boards and the fact that it is very difficult to find out if a particular modification has been accepted. One workshop member told us that OCR has both modified and unmodified exam papers online so it is possible to check, at least in retrospect. This would be a helpful request to make to all exam boards, as modified papers would also be useful for practice sessions for candidates. Another member of the workshop said that papers for visually impaired candidates routinely arrived with a quality control questionnaire so that feedback was welcomed. This would be a helpful development for papers where the language has been modified too. Another member told us how hard it was to get a paper modified for a visually impaired candidate who was also deaf. We discussed ways that peripatetic ToDs can review a modified paper if they are not physically present in the school at the time of the exam; often we are dependent on other colleagues taking a copy of a modified paper for later comparison of quality. Not all workshop participants were aware that they could apply for early opening of an exam paper so that a photocopy could be made to review the modification later.

Members of the workshop felt that any future course in the modification of exam language should include catch-up sessions for teachers in grammar and also the issues faced by particular groups of candidates. Reports from all parts of the UK showed that teachers were now writing internal controlled assessments and would benefit from having their work checked by accredited modifiers. The inclusion of a glossary of subject-specific vocabulary in the specifications was considered important to all involved in the examination process.

We hope that BATOD and NATED will both be involved in taking the training issues forward and working with exam organisations across the UK to improve linguistic access arrangements for deaf learners.

*Rachel O'Neill is a lecturer in deaf education at the University of Edinburgh. Maureen Jefferson is a retired Teacher of the Deaf and a BATOD co-ordinator of language modification for examinations.*

# Pooling our skills

In her workshop, [Linda Cox](#) demonstrated the need for teaching, health and social care professionals to combine their skills and expertise

**M**y workshop brief at the conference was to discuss how social workers and Teachers of the Deaf can work together within a multi-agency integrated framework and ensure that the voice of the child is heard. We explored the historical context and the challenges currently facing social workers and considered why deaf children need social care services as part of the range of services and support available to them. We looked at why parents and children need to understand the role of social care in order for them to be able to make informed choices. We considered case study examples to explore responses and shared best practice ideas and looked at improving communication and understanding between professionals in ways that enhanced communication with parents and children.

NDCS has developed a resource to assist social care professionals in the assessment of deaf children, which will be published shortly. NDCS also commissioned the University of Manchester to undertake research to consider the impact of the formation of integrated services on the social care provision for deaf children in England.

In all four UK countries deaf children are defined as children in need, and agencies with the responsibility for providing social care have a duty to provide an assessment of those needs. Research has shown that many local authorities have no formal referral arrangements between health and social care or between education and social care in relation to deaf children. Integrated service arrangements are poor and there is a lack of recognition of the need for the provision of assessment by social workers who have the specialist knowledge and expertise to assess deaf children.

The Newborn Hearing Screening Programme (NHSP) was established in 2006 throughout the UK. It introduced a multi-agency approach to supporting deaf babies, young children and their families. In England, the NHSP Centre produced standards; standard 25 states that 'the social care needs of all families with a deaf child should be reviewed as part of an initial assessment by the lead professional. In all areas there should be available a member of social care staff with appropriate expertise in working with deaf children and their families to respond to the identified need'.

Despite this standard and similar ones in the other UK countries, children's hearing services working groups



(CHSWGs) frequently have no social care representation. There is a lack of common understanding about what social workers can and should provide, and the pathway to access services is often unclear. Social workers who now sit in a variety of social work teams may also be unclear about their role in respect to deaf children. This has led to a number of issues, including health and education professionals undertaking the role of social workers by default and a lack of referrals to social care because of the ambiguity of the pathway, a history of previously not getting a response to requests for services or the lack of understanding of the need for specialist assessment or capacity issues.

The majority of parents will have had no experience of having a deaf child in their family. Around 40% of deaf children will have additional complex needs, and deaf children are more likely to experience isolation and mental health problems. Deaf children are more than twice as likely to be abused as other children. In 2005 the Department of Health recommended that all local safeguarding children boards (LSCBs) reviewed their child protection arrangements for deaf children, but this has not happened and NDCS commissioned the University of Manchester to produce an audit tool for LSCBs to seek to address this.

Social care services should promote the social, emotional, psychological and intellectual development of all children by providing a range of support and social work provision appropriate to their needs and their family circumstances. These services should be based on a holistic assessment of the child and family in accordance with legislation and best practice guidance, taking into account the deaf child's language development and communication needs.

Social care services can play a crucial role in promoting the welfare of deaf children and should work with professionals in health and education. Lack of communication in a family can form a barrier to social, emotional and educational development and potentially place a deaf child at risk. Social workers



and other professionals can help to diminish barriers and enable development. Social care can provide information and advice in the families' preferred language; support and help parents to communicate with their child and the family; provide equipment and promote safety and independence; support inclusion in opportunities to socialise with other deaf children and deaf role models and provide constructive support to enable effective transitions.

The current economic climate, leading to reductions in staff numbers and resources, represents significant challenges to service providers and professionals. These factors in a time of organisational and structural change can also create an opportunity for all professionals to share best practice and creative solutions and seek to maximise the effectiveness and efficiency of their services. The need to be able to demonstrate outcomes to preserve vital services and the need for sharing of examples of best practice have probably never been greater. We must be able to articulate clearly why we need both Teachers of the Deaf and social workers working together.

Social care provision needs to be underpinned by high quality comprehensive assessment of the child's and family's needs, clear advice and information, clear referral pathways for families and professionals and access to advice and support from staff with specific understanding of the complexity and variety of deaf children and their developmental challenges. This can be best achieved by combining the skills and expertise across agencies.

There are examples of good practice and early intervention. Working together, teachers and social care professionals and health colleagues could provide best practice examples such as:

- A template leaflet which outlines for professionals and parents the route to access different services.
- Eligibility and referral criteria, which include early intervention and timely support to prevent the current problems of referrals only being accepted once the situation has reached crisis point.
- Social care staff being routinely involved in multi-agency planning, accepting a deaf child as a child in need.
- Information about early years and child care provision.
- Cross-authority/agency online or email forums for staff with a good knowledge of the range of implications of deafness in childhood and a strong understanding of the positive development potential and need for high expectations of deaf children to share expertise.
- Multi-agency policies on communication, assessment of deaf child and families, information and advice, supporting families, provision of equipment, deaf awareness training, access to specialist advice and support and deaf role models.

- Support of the use of the LSCB audit tool to review child protection procedures in respect of deaf children, including the role of interpreters, intermediaries and advocates.
- Participation of deaf children and young people and parents in planning, service development and reviews.
- Pooling of training pots and training resources.

Integrated working is now part of our everyday vocabulary but it is hard to deliver because all of us are the product of different professional training and subject to our agencies' differing policies and protocols. Partnership working requires professional generosity, which has at its heart the principles of effective communication – honesty, trust, respect, listening to and valuing the opinions of others. We need to aspire to a common language across agencies.

*'Not every child needs a social worker and everything should be done to provide signposting to the universal services which are there for all children and, by achieving the AHDC Core offer, ensure that deaf children's needs are incorporated into that. You should not, however, assume that because you do not have the resources you can make assumptions about what people want. Early provision of social care and family support may well prevent a crisis in the future. Parents may choose not to engage with it but at least the choice will have been theirs to make.'*

A parent comment at a multi-agency conference.

*'If someone had given me a choice I would have liked to have a social worker and support for my family. I didn't understand why I needed a teacher or how I would cope with so many appointments. I needed someone to see my family as struggling to come to terms with my son being deaf and falling apart emotionally, financially and in so many other ways. No one offered me a social worker until we were in crisis and my son was eight years old. At 17 my son's life could have been different if I had known the benefit of having a social worker.'*

A parent comment at an NDCS event.

I strongly believe that combining the teaching, health professional and social work skills to formulate high quality assessments for deaf children and sharing our resources and expertise represents the best opportunity we have to ensure that they receive not only the best start in life but continue to develop and achieve to the very best of their potential.

The final NDCS draft publication, the assessment tools and case studies were used in this workshop at the BATOD Conference on 19 March 2011.

*Linda Cox is a registered qualified social worker and Senior Regional Director (North), East Midlands and Eastern Regions, National Deaf Children's Society.*

# Awards and presentations

The Conference provided an opportunity to celebrate achievement in the world of deaf education and present some worthy winners with their awards

In 1930 Dr A Eichholz CBE retired from the position of His Majesty's Inspector of Schools for the Deaf and he donated his retirement presentation cheque to the National College of Teachers of the Deaf. Subsequently the Eichholz Prize has been presented since 1931 for the best student of the year presenting himself or herself at the Diploma examination, providing that student has reached a sufficiently high standard. The presentation cheque was invested in order to purchase books selected by the successful student – suitably inscribed 'The Eichholz Prize' – and to grant a special certificate. Both the prize books and the certificate bear the seal of the College. Currently all institutions providing training courses for Teachers of the Deaf are invited to put forward the names of outstanding candidates for consideration by the BATOD NEC as recipients of the Eichholz Prize.

This year there were three nominated recipients: Alison Robb – who received her prize as a Moray House, Edinburgh University student at the BATOD Scotland AGM in Perth in February (see page 49) and Deb Kent from the course at Birmingham University. Bethan Lewington (University of Wales, Newport, in association with Mary Hare) will receive her certificate at a forthcoming meeting of BATOD Wales.



Deb Kent receives her Eichholz Prize from Gary Anderson



Jo Franklin receives her award

The Peter Preston Audiology Award is presented to the author of a chosen article on the subject of audiology in the previous year's Magazine. The BATOD NEC considers all the qualifying articles written during the calendar year in the Magazine by a practitioner and with practitioners in mind and chooses a winning article. Jo Franklin's article about 'special' school clinics which appeared in January 2010 was chosen. Peter's partner Judith Futers and Peter's son John presented the first certificate and cheque to a delighted Jo during the AGM.

**FEAPDA Congress 2011**

**Literacy in deaf children**

Sint Michielsgestel  
Netherlands  
20 - 23 October 2011

**Represent BATOD at FEAPDA**  
One practising ToD member from each BATOD region or nation can receive sponsorship from BATOD. For details please contact the Treasurer [treasurer@batod.org.uk](mailto:treasurer@batod.org.uk)

Details and information about the conference is available [www.feapdacongress2011.eu](http://www.feapdacongress2011.eu)

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



# Curriculum confidence

In their workshop, [Anne Morrell](#) and [Nick Cubley](#) set out to demonstrate the benefits of the 14–19 curriculum and how it helps to boost the confidence and self-esteem of deaf students



The aim of our workshop was to provide our audience with first-hand experiences of how the 14–19 curriculum has succeeded in developing confidence in communication with young people who have a hearing loss. Our four participating students explained to the attendees just how much their communication skills have developed as a result of changes made to the National Curriculum over the last five years.

The particular areas of communication that they focused on were rich and varied: the ability to express their own views and to make their individual needs known; listening to others and holding conversations; the appropriate use of language according to different situations; and building relationships.

The origins of the 14–19 curriculum stem from the Government's Education White Paper, 2005, with the aim of creating a curriculum that was suitable to develop a range of life and social skills, preparing children better for a fast-changing world. This new curriculum prioritised the core skills of English, maths and ICT, with an additional focus on teamwork and personal skills to prepare young people for further education or employment.

The flexibility of the curriculum offers students in the 14–19 age range the opportunity to undertake vocational courses and work-based learning as part of their study. This enables students to focus their learning in personal areas of interest and it taps into young people's skills and aptitudes while simultaneously preparing them for a future career.

This flexibility gives deaf children and young people a greater choice of areas of study, with less focus on language-based subjects, where these students often struggle to succeed. The opportunity for vocational studies and work-based learning is also a huge benefit for deaf children and young people, enabling them to learn in specialist areas that they are passionate about, gaining accreditation while they learn. Rather than have an inappropriate curriculum thrust on them, our young

people can now thrive in areas that previously they were denied. What underpins all these curricular developments are the communication skills that children gain through their various educational pathways.

Brittany Byrne was the first young person to present her experiences to the workshop. A passionate equestrian, Brittany, 17, is currently undertaking equine studies at Houghall College in Durham. At 14, Brittany was at risk of permanent exclusion due to a number of key factors: she struggled to access her school's curriculum and she was socially isolated and lacked confidence. In turn, her behaviour in school suffered. At the start of Key Stage 4, Brittany was able to spend two days per week at a local stables, getting work experience and simultaneously gaining accreditations for her work there. During the three days at school Brittany's focus was on the core GCSEs. In the summer of 2010, Brittany left school with eight GCSEs, but, perhaps more crucially, with renewed confidence, improved communication skills and a vastly transformed self-esteem.

Jade King, Andrew Li and Ryan Wareham are currently in Year 11. They are following a mainstream curriculum on the whole, but they have studied ASDAN's Wider Key Skills course instead of a GCSE option. They presented their experiences to the workshop by talking through the work they have done over the last two years and the impact that it has had on them. The very process of presenting their experiences is testament to the excellent communication skills they have developed as a result of this course.

The Wider Key Skills course at level 2 will give a student the equivalent of two GCSEs and focuses on three key elements: working with others, improving one's own learning and problem solving. The strong emphasis on teamwork, communication and relationship building underpins the course. The students explained how they planned, budgeted and delivered a Christmas party for deaf students and how they independently planned a school trip and were able to prepare a CV, apply for a job and undertake a mock interview.

The audience really appreciated the students' personal explanations of the course, the impact that it has had on them and how it will prepare them for the college courses that they will begin in September 2011.

*Anne Morrell and Nick Cubley work for the Sensory Support Service, Durham County Council. The workshop was presented with the assistance of four deaf students: Brittany Byrne, Andrew Li, Ryan Wareham and Jade King.*

# The FM CHIP

Following on from their article in the November 2010 issue of BATOD Magazine, ToDs [Kathy Owston](#) and [Catharine Infield](#) present the FM Children's Implant Profile (CHIP), a new tool to assess children's readiness for using a radio aid effectively with cochlear implants. The CHIP was devised by Linked uP – the London Consortium of implant centre ToDs and peripatetic ToDs – and featured as one of the poster presentations at the BATOD Conference

<b>Dependent</b> <i>Making progress towards readiness for an FM system</i>	<b>Emerging Independence</b> <i>Establishing readiness for an FM system</i>
<p><b>Manages CI equipment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mapping is ongoing, or has not yet been consistent for a year.</li> <li><input type="checkbox"/> Due to have a second side sequential implant.</li> <li><input type="checkbox"/> Wears speech processor all waking hours and replaces the coil(s) when required. Starting to report when the batteries need replacing.</li> <li><input type="checkbox"/> Takes speech processor(s) to an adult for help to put it/them on.</li> <li><input type="checkbox"/> Needs help to ensure speech processor(s) are securely behind the ear(s).</li> <li><input type="checkbox"/> Hands speech processor to an adult for safekeeping.</li> </ul> <p><b>Listening &amp; language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shows awareness of listening environment by means of behaviour, eg watching the speaker more in noisy listening conditions.</li> <li><input type="checkbox"/> Starting to detect and discriminate Ling sounds in daily equipment check. Can do Kendal toy test.</li> <li><input type="checkbox"/> Learning basic adjectives, eg colour and shape.</li> </ul> <p><b>Language &amp; emotions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can still sometimes use behaviour to show frustration or anger, but is developing some language to express his/her feelings.</li> </ul> <p><b>Language &amp; equipment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Starting to develop language to name parts of body, eg hair, head and ears, and equipment, eg coil and battery.</li> </ul> <p><b>Independent learning skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Needs support to develop robust daily routines, organising coat, bag and other possessions according to the school routine.</li> <li><input type="checkbox"/> Happy and confident to start to follow parts of the routine with prompts.</li> </ul> <p><b>General management of FM</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dependent on adults to put belts on and to manage small parts (due to age or CP).</li> <li><input type="checkbox"/> Knows to hand equipment to an adult for safekeeping or charging.</li> </ul> <p><b>Applies fine motor skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Still inappropriate to encourage independent management of CI FM equipment due to age and maturity OR may have CP.</li> </ul> <p><b>Social use of language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Forming a strong and supportive relationship with a key adult at school.</li> <li><input type="checkbox"/> Starting to ask for help when it is needed.</li> </ul>	<p><b>Manages CI equipment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has a consistent map.</li> <li><input type="checkbox"/> Establishing use of sequential second side CI.</li> <li><input type="checkbox"/> Very reliable in reporting flat batteries and starting to take some degree of responsibility over batteries (eg aware that they are in book bag).</li> <li><input type="checkbox"/> Tries to put on CI processors independently but may need some help.</li> <li><input type="checkbox"/> Helps to store speech processors carefully when swimming or at the end of day.</li> </ul> <p><b>Listening &amp; language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can answer direct questions about listening environment, eg say it is quiet/noisy.</li> <li><input type="checkbox"/> Discriminates Ling sounds (daily), with a variety of adults in a range of contexts. Working towards MJWL (picture version).</li> <li><input type="checkbox"/> Able to use adjectives to describe sounds, eg crackly, fuzzy.</li> <li><input type="checkbox"/> Starting to develop adjectival language and use this in conversations.</li> </ul> <p><b>Language &amp; emotions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses language to express frustration or anger. Able to give simple feedback, including feelings.</li> </ul> <p><b>Language &amp; equipment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing understanding of terms for the parts of the CI speech processor(s) and FM system, eg lead, charger, warning light, microphone, transmitter etc.</li> </ul> <p><b>Independent learning skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> With some prompts and distant oversight maintains daily routines effectively, putting lunch box in the correct place, putting book bag or homework in the right places.</li> </ul> <p><b>General management of FM</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can put receiver on to or off belt. Helps to charge FM equipment at the end of the day.</li> <li><input type="checkbox"/> Needs help to manage very small parts reliably, to prevent loss or to manipulate the equipment.</li> </ul> <p><b>Applies fine motor skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing an understanding that CI and FM equipment is valuable but also vulnerable to breakage.</li> <li><input type="checkbox"/> Knows to seek adult support to change batteries and is active in supporting this process.</li> <li><input type="checkbox"/> Can use fine motor skills appropriately and safely, eg knows not to put batteries in mouth.</li> </ul> <p><b>Social use of language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Able to work well with several key adults in school, eg can manage when an LSA is replaced for the afternoon by another familiar adult.</li> <li><input type="checkbox"/> Can seek help from a range of sources, peers, LSA or asking class teacher. When asked will comment or explain.</li> </ul>

**Developing Independence**

*Starting to become an effective user of FM systems*

**Manages CI equipment**

- May be preparing to use different programmes for different listening conditions. Any different programmes need adult oversight.
- Able to change batteries with distant oversight. Takes responsibility for carrying spare batteries and remembers to 'top up' as needed.
- Can place/replace speech processor(s) behind the ears without help. Switches on independently.
- Starting to keep CI processors safely when swimming or overnight with distant oversight.

**Listening & language**

- More awareness of different listening conditions, and can sometimes comment on these spontaneously, eg comment when background noise is high.
- Discriminates Ling sounds (daily) via FM when adult is not in room. Can do Manchester JWL, with CI and CI + FM.
- When requested, can comment on the sound quality of a signal.
- Using more complicated vocabulary, eg intermittent fault, connection, battery compartment etc.

**Language & emotions**

- Starting to use more sophisticated language to explain feelings, eg embarrassment, mixed feelings, confusion etc.

**Language & equipment**

- Mastering expressive language for naming parts of the equipment and becoming more independent in using language to report on actions and problems.

**Independent learning skills**

- Establishing independence in managing personal possessions in varying circumstances, eg when takes jumper off does not lose it, knows where homework diary, gym kit or reading book are. Starting to think ahead about what will be needed later.

**General management of FM**

- Able to put FM equipment on charge at the end of the day with some prompts/reminders.
- With some support, takes great care of very small receivers.

**Applies fine motor skills**

- Has good fine motor skills and can manipulate the receivers well.
- Can start to change batteries with close adult support to ensure correct orientation of batteries.

**Social use of language**

- Able, with support and encouragement, to work with new adults, eg cover teachers, with a degree of confidence.
- When encouraged, can start to give feedback to teaching and support staff.
- Can say please and thank you when passing mic to staff, eg for assemblies or at lesson changes.
- Working towards being able to give a commentary on all aspects of maintenance and management of CI processor and FM management.

**Established Independence**

*Developing independent learning with support of FM system*

**Manages CI equipment**

- Consistently and confidently wears speech processor, managing all aspects of it independently, changing programmes appropriately.
- Confident and independent with speech processor(s) and remote.
- Can take responsibility for use or adaptation of huggies, snugfits or earmoulds. Requests batteries as required.
- Can be relied upon to store CI equipment safely when swimming or manage appropriately and safely in bedtime routine, including overnight stays.

**Listening & language**

- Competent to be offered different programmes for different listening conditions and can select the correct programme for the conditions.
- Can do AB Wordlists with CI alone and with CI and FM.
- Spontaneously gives feedback on poor signal, describing in detail quality of signal and indicating the type of problem. Actively seeks help when it is needed.

**Language & emotions**

- Reflects on feelings and experiences of self and others using complex language to express these. Or may have ASD.

**Language & equipment**

- Knows all the terms use to describe CI and FM equipment and their constituent parts.

**Independent learning skills**

- Reliably independent, remembers where things are, and acknowledges personal responsibility for putting items in the right place at the correct time, using and adapting systems such as homework diaries or annotating timetables.

**General management of FM**

- Can put FM equipment on charge at the end of the day independently without prompts or follow up.
- Independently takes consistent care of equipment including very small receivers.

**Applies fine motor skills**

- Can maintain CI speech processor and FM equipment with confident but thoughtful use of fine motor skills.
- Knows to think before acting, eg will not try to force batteries into battery slots but align with care and slide.

**Social use of language**

- When school is generally deaf aware and sympathetic, can deal with new teachers and supply staff with general confidence.
- Can give clear feedback or explanations to teaching staff when needed, not dependent on prompt or support, eg explain how to switch on/turn off mic, manage clip etc.
- With support from ToD, takes part in in-service training to school staff for deaf awareness FM CI use.
- Has the language capability to report back on all equipment used and the way in which it functions.



# Learning the IPA

Alan Davies is keen for all those working in deaf education to be taught and tested on the International Phonetic Alphabet



The International Phonetic Alphabet (IPA) is a very useful pronunciation system for student teachers, teachers and speech therapists. It is particularly helpful for those working in deaf education, including those learning and using Cued Speech. The IPA uses a symbol for each of the 44 sounds (phonemes) of English; there are IPA symbols for the 24 consonants and the 20 vowels (seven short monophthongs, five long monophthongs and eight diphthongs).

**Short monophthong** – a single vowel phoneme (creating a syllable) in which the tongue remains in the same position, as can be heard in such words as **ant**, **bed**, **teacher**, **tin**, **frog**, **book** and **bus**.

**Long monophthong** – a single vowel phoneme (creating a syllable) in which the tongue remains in the same position but is of greater duration than a short monophthong, as can be heard in such words as **car**, **me**, **fern**, **moon** and **fork**.

**Diphthong** – a single vowel phoneme (creating a syllable) in which there is a movement of the tongue and the first phase is longer than the second, as can be heard in such words as **baby**, **hair**, **ear**, **tiger**, **nose**, **coin**, **moor** and **cow**.

IPA symbols are used to record the different pronunciations of words (such as **bow** and **row**) or the different pronunciations given to words because of accent (such as for the words **bath** and **up**), deafness (because of an inability to hear high frequency phonemes, such as the unvoiced fricatives heard in **fish**, **sun**, **shark** and **thumb**) or a speech articulation disorder (perhaps having a difficulty with the phoneme /s/ in such words as **sun**, **dress**, **horse**, **city** and **ice** and/or the phoneme /r/ at the start of such words as **rain**, **rhubarb** and **wrist**). A fricative is a consonant phoneme made by forcing the air out through a narrow opening. Phonemes are either voiced (air passes through the vocal cords) or unvoiced. All the vowel phonemes are voiced but some of the consonant phonemes are unvoiced. The following words contain a voiced fricative – **treasure**, **feather**, **voice** and **zip**.

When children and adults read and spell common English words, the 26 letters of the alphabet do many

different jobs; that is, they represent many different phonemes. For example, children are often, initially, taught that the letter 'g' has only one phoneme, such as can be heard at the start of the word **gate** and at the end of **egg**. Yet it represents at least ten other different phonemes, either on its own or in twos, threes or even fours – as can be heard in such words as **giant**, **cage**, **laugh**, **bridge**, **king**, **light**, **eight**, **dough**, **plough**, **thought**, **through** and **Scarborough**. The letter 'g' is used in many different spelling choices (grapheme).

Sometimes one letter makes one phoneme. The term for a one-letter grapheme is graph. The 'b' at the start of **bird** is a consonant graph. The 'y' at the end of **my** is a vowel graph. Sometimes two letters make one phoneme. The term for a two-letter grapheme is digraph. The 'g' 'e' at the end of **orange** is a consonant digraph. The 'o' 'r' at the end of **doctor** is a vowel digraph. Sometimes three letters make one phoneme. The term for a three-letter grapheme is trigraph. The 't' 'c' 'h' at the end of **watch** is a consonant digraph. The 'i' 'g' 'h' in the middle of **light** is a vowel trigraph. Sometimes four letters make one phoneme. The term for a four-letter grapheme is quadgraph (or quad). The 'e' 'i' 'g' 'h' in **eight** is a vowel quadgraph.

It is important that student teachers, teachers and therapists have a good understanding of the phonemes and graphemes of English so that they can help children and adults when they speak, listen, read and spell. I believe that all of these people should, during their training, be taught and tested on their knowledge of the IPA symbols – and their understanding assessed through a criterion-referenced test with observable standards of achievement in terms of time, grade and star rating. That is, they should be taught and tested on their ability to hear and identify the phonemes in words, including those that they would normally read and spell simply by sight. As a consequence, they (and others) would have a greater confidence in their ability to teach the phonemes and graphemes of English with accuracy.

*Alan Davies is an educational psychologist and the Executive Director of THRASS UK. He is also the creator and designer of the English Phonics Test just IPA app and the free Phoneme Machine software. The images are screen grabs from the English Phonics Test just IPA app.*

*We would be interested to hear what readers think of this approach. Please send your comments to [magazine@BATOD.org.uk](mailto:magazine@BATOD.org.uk).*

# What's in a role?

Andy Owen and Pat Taylor's workshop stressed the need to get away from traditional job titles

Of the many roles in the classroom, this workshop discussed four: teaching assistant (TA), communication support worker (CSW), British Sign Language interpreter and Teacher of the Deaf (ToD). The workshop focused on how those different support roles overlap and interact with each other and in particular the ToD, and how much professional initiative and autonomy a support worker should appropriately develop. Case studies illustrating deployment of team members, roles and outcomes were considered.

The TA role was once perceived by some as the 'junior partner' of a team, but this is no longer appropriate. The role is emerging and is recognised as a profession in its own right. TAs can now access designated training within the Qualifications and Credit Framework and achieve higher level qualifications – up to level 3. As higher level TAs, many carry out very responsible roles within organisations.

The CSW role has also seen many changes recently, with a new qualification and an anticipated register, and some CSWs have developed workplace roles with a strategic responsibility in the organisation, such as examination access arrangements, curriculum support and transition planning for young adults.

It is the general view that very few interpreters work in education. Recent findings have corroborated that observation (Deaf Education Support Forum Survey 2010). However, some interpreters do work in education, and work closely with ToDs.

The three roles above do not necessarily work physically with the ToD in the classroom, but under the direction of the ToD. However, TAs and CSWs working in the post-16 sector are increasingly taking a sideways step into related qualifications, such as the PTLLS (Preparing to Teach in the Lifelong Learning Sector) and DTLLS (Diploma in Teaching in the Lifelong Learning Sector) teacher certificates. Some CSWs have an interpreter qualification. We know of one ToD who is soon to qualify as an interpreter. The lines of demarcation are increasingly being blurred. Should we be asking the question, 'Where does the buck stop?' or more reasonably, 'What is the best model for the education of the d/Deaf student?'

It is suggested that the important question is rather, 'What is the common mindset?' At the recent Supporting Deaf People online conference, Andy presented the argument that 'all adults working in a classroom situation should have the outlook of

'educator'. For those who work in education the bearing of labels is not important – teacher, teaching assistant, CSW or interpreter – because the vital issue is that they should be educators. That is the collective outlook.'

The workshop presented a model in use by the Greenwich Sensory Service, and increasingly in evidence nationally, which aims to achieve that 'educator' mindset among its team. This model is one that can be used by all education sectors, including higher education.

The fundamental premise is that all those supporting d/Deaf children and young people in an education setting are by definition educators and this overrides specific considerations such as job title or qualifications held or aspired to. Given the diversity of the team that surrounds d/Deaf children and young people it is also essential that the skill set within the team is used to provide optimum support, irrespective of the job title or qualification. This is especially relevant for a d/Deaf child/young person with singular, challenging needs that one professional in the team could not be expected to respond to.

The workshop examined different scenarios in which the Greenwich Sensory Service team has worked collaboratively, identifying:

- the needs of the d/Deaf child or young person
- the challenges in meeting those needs, whether internal to the child or young person, or external, for example family and school/education setting considerations
- the skills and experience available within the team
- the interaction with external professionals, such as therapists from Child and Adolescent Mental Health Services and speech and language therapists, to facilitate skill development among all team members.

We have seen an ongoing tightening of national standards for professions and a remapping of relevant qualifications. These, together with an enhanced vision of accountability, have resulted in an accumulated up-skilling of 'colleague-professionals'. How we respond to such developments is in our hands. They should be embraced as an opportunity to provide a joined-up worthy service to those d/Deaf children and young people we support.

*Andy Owen is Chair of the Association of Communication Support Workers and Pat Taylor is an advisory Teacher of the Deaf.*



## 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 as meeting TDA standards for training teachers requiring the mandatory qualification as a teacher of the deaf. 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.<sup>1</sup>

### **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:**

- Two periods of teaching deaf children or young people
- 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 2011.

### **Application forms and further details are available from:**

E: [education@bham.ac.uk](mailto:education@bham.ac.uk)  
T: 0121 414 4866

You are invited to make informal inquiries to Dr Linda Watson  
E: [l.m.watson@bham.ac.uk](mailto:l.m.watson@bham.ac.uk)  
T: 0121 414 4876.

### **Notes**

<sup>1</sup> 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.



# Acoustically good?

Ann Underwood describes a workshop run by Anne Wilson and Peter Grayson exploring factors that make up an acoustically beneficial classroom environment for deaf pupils

At its launch at last year's Conference, the BATOD Foundation took a brief away to look at acoustics and the effects on the educational situation of deaf children especially in mainstream classrooms. There is a wealth of empirical evidence provided by researchers about classroom acoustics but not such a great deal about what ToDs can do to improve the situation with local 'hard' evidence.

The BATOD Foundation asked Anne Wilson and Peter Grayson to explain how they make use of information that they collect about acoustics and what the deaf student hears. Previous Magazine articles written by Anne about the BKB test (January 07 and September 09) can be found in the conference folder on the BATOD website.

During the workshop Anne explained about the Sheffield work and demonstrated how to collect accurate data. In Sheffield, the room acoustics and the impact of factors such as reverberation time on the student's ability to hear are assessed. Using a consistent method to assess speech discrimination allows a measure to be made of the impact on listening of a long or a short reverberation time. An acoustically good classroom will enable students to hear more clearly and accurately so their scores in the BKB will be better; this supports ToDs in their requests that their students are timetabled for rooms that are proved to be acoustically good. Where this is not the case – in relatively poor acoustic conditions – positioning in the classroom is critical. This neatly returns us to the initial reason for the development of the BKB DVD Toolkit.

Any method of assessing speech discrimination is important to us in our roles as ToDs, particularly working in mainstream settings. Anne and Peter strongly believe, and demonstrated, that this method is an easy but very effective one.

## Assembling the information

- **An annual assessment** is carried out – generally between October and April with a report going to the SENCO at school in order to promote awareness and good classroom strategies.
- **A report** is written, sometimes for the annual review where there is one, or, for students who are not statemented, the report recommendations are included in the individual education plan and also in the SEN file given to all staff in school.
- **The hospital team** is kept in the picture – in Sheffield the Centre for Hearing and Speech at the Sheffield Children's Hospital receives a written report

to inform audiologists and consultants there about how the student is managing in school.

- **Written information** is sent to careers advisers, college and post-16 providers.
- **Sharing information with the student** – the students are provided with information, particularly those who refuse to wear their hearing aids, wear one only or persist in sitting at the back of the classroom.
- **Ongoing changes** – an assessment is carried out when the student gets a modification to or a change of hearing aids. There may also be a reassessment when the student has a heavy cold or ear infection, to see the impact of these on everyday listening.
- **Including the parents** – sometimes parents are invited to observe these assessments as this demonstrates to them also how much their child hears in various situations and emphasises the importance of consistent use of hearing aids both at home and at school.
- **In-service training for mainstream teachers** – the Toolkit is used for in-service training for teachers in school to demonstrate the inherent difficulties of listening in background noise, usually accompanied with the use of ear defenders or plugs to simulate a mild hearing loss.

The BATOD Foundation is working with the manufacturers and suppliers of Soundfield Systems to organise a study day workshop on Friday 25 November at Knightsfield School. Although nothing is yet finalised it is hoped that this will look at aspects of the different Soundfield Systems, how ToDs can demonstrate the value educationally and use this information to improve the listening situation of all children but especially our deaf pupils. Watch the BATOD website for news and further details about this.

Teachers of the Deaf can be key people in ensuring that fellow professionals know about the advantages of a good listening environment in school. The campaign itself may help to generate funding, leading to increasing the use of Soundfield Systems in all schools.

BKB DVD Toolkit, price £10, is available from the Service for Hearing-Impaired Children. Contact [anne.wilson2@sheffield.gov.uk](mailto:anne.wilson2@sheffield.gov.uk) or call 0114 239 8338.

*Ann Underwood is a Trustee of the BATOD Foundation. Anne Wilson is a support teacher for secondary hearing-impaired students in Sheffield and Peter Grayson is an educational audiologist.*



## SENCOs in the spotlight

With the last 20 years seeing radical changes in the world of special educational needs and disabilities, [Lorraine Petersen's](#) workshop focused on the role of the 21st-century SENCO

Until the early 1990s the teaching of pupils with special educational needs (SEN) was isolated from mainstream schooling, with the majority of children identified as having SEN being withdrawn from their classrooms by an SEN teacher. They would be taught basic, specific skills, which had little connection to the curriculum that was being taught to the other children in their classroom, and when they returned to work alongside their peers they were often given 'holding' work rather than being included in the wider classroom activities.

The 1993 Education Act promoted the requirement for all children to have the opportunity to access their education in a mainstream school and this was supported, in 1994, by the introduction of the *Code of Practice on the Identification and Assessment of Special Educational Needs*. This document gave schools guidance on how to make provision for children with SEN.

It was acknowledged that if a school was to be able to manage the process of integration in an effective way there needed to be a managerial post in every school that would lead and support teachers in this process. The special educational needs co-ordinator (SENCO) was to be the key person given the responsibility for implementing the Code of Practice.

For many schools the appointment of the SENCO was made internally, a willing volunteer being sought from existing staff members. Many had full-time teaching commitments and were given very little time, resources or training to undertake the role effectively. Local education authorities offered SENCO training sessions but these were often about raising awareness of local issues rather than professional development opportunities to meet the very individual needs in schools.

In September 2008, regulations came into force requiring the SENCO to be either a qualified teacher, the headteacher or appointed acting headteacher, and to strengthen the role of the SENCO, the Government required all newly appointed SENCOs to undertake nationally accredited training and so the National Award for SEN Co-ordination came into being.

The basic principles of the role of the 21st-century SENCO as underpinned by the national award are:

- Senior leadership
- Strategic role
- Relevant skills, knowledge, understanding and attributes
- Raising standards
- School improvement
- Leading teaching and learning.

The award acknowledges that SENCOs need to have the relevant skills, understanding and attributes that will enable them to undertake their role in the most appropriate way. These include:

- Understanding statutory and regulatory frameworks and relevant developments at national and local level.
- Knowing about high incidence SEN and disabilities and how they can affect pupils' participation and learning.
- Using evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice.
- Working strategically with senior colleagues and governors.
- Undertaking strategic financial planning, budget management and use of resources in line with best practice principles.
- Implementing strategies for improving outcomes for pupils with SEN and/or disabilities.
- Developing, using, monitoring and evaluating systems.
- Using tools for collecting, analysing and using data.
- Deploying staff and managing resources.
- Providing professional direction to the work of others.
- Leadership and development of staff.
- Drawing on external sources of support and expertise.
- Consulting, engaging and communicating with colleagues, parents and carers and pupils to enhance pupils' learning and achievement.

As we enter the second decade of the 21st Century it has to be acknowledged that supporting children and young people with special educational needs and disabilities (SEND) has never been more important and as many of these learners are in our mainstream schools, the role of the SENCO is more demanding and challenging than ever before. The landscape of the education system is changing and the SENCO, working alongside colleagues, will be at the heart of

meeting the needs of our most vulnerable young people. *Removing Barriers to Achievement* (2004) highlighted that all teachers were responsible for teaching children and young people with special educational needs. The role of the SENCO is to support and challenge staff to ensure that high quality provision is offered to meet the needs of all children identified with SEND.

It is the SENCO's responsibility to ensure that resources and support are allocated to and maintained for all those individual pupils who may need additional provision.

Over the last ten years schools have seen an expansion in the school workforce. Many of our most vulnerable children are being educated by our least qualified, and recent reports have highlighted the need to ensure that the outcomes achieved from this support are more than just an acknowledgement that the child has 'had his or her 15 hours'.

We have also seen an increase in the number of professionals from other services supporting schools, often working alongside teachers in classrooms. SENCOs need to be able to manage both this internal and external support to ensure that it is meeting the needs of the individual pupils and supporting their individual progress.

The fast actions of the new Coalition Government have meant a plethora of new initiatives, guidance, consultations and policy changes to the education sector as a whole but specifically for those working within the SEND sector. The following are just a sample from the era of change in which we are currently working:

- Equality Act 2010
- Academy Act 2010
- Closure of agencies and quangos
- SEN Review – Ofsted
- Schools White Paper and Education Bill
- The Wolf Report – Review of Vocational Education
- SEND Green Paper – *Support and aspiration: A new approach to SEND*
- Early Years Foundation Stage Review
- National Curriculum Review
- Future role of local authorities.

These will bring about both opportunities and challenges – a much stronger voice for parents and pupils, a stronger link between all the professionals working with families, schools ensuring good behaviour, strong discipline and safety and an effective personalisation of teaching that will meet the needs of all pupils.

With the reduction in local authority services there will need to be increased collaboration between schools,

taking expertise, experience and models of good practice and sharing these to ensure the best outcomes for all children. Outstanding special schools will become centres of excellence offering support, guidance and specialist training to mainstream schools.

The SEND Green Paper outlines proposals that will see a radical change in the systems and process we currently have in place. Within its five chapters it highlights some of the key changes that need to be made to support our most vulnerable young people in schools today:

- Early identification and assessment
- Giving parents control
- Learning and achieving
- Planning for adulthood
- Services working together for families.

The key message throughout this document is that services must work together to offer support, advice and guidance to meet the needs of individuals from birth to the age of 25. Engaging with health and social care will play a significant part in the SENCO's role in the future.

During the last 20 years we have seen a large increase in the number of children with special educational needs in our mainstream schools. The inclusion agenda has ensured an equality of opportunity for all, supporting an individual's needs through a personalised approach so that each child reaches their full potential. Children with more complex needs are entering our schools daily and we need to have well-trained and experienced teachers who can identify, assess and develop the pedagogy to enable all of these children to access an educational experience that will meet their diverse and complex needs. The SENCO will be pivotal in meeting this challenge. A large percentage of our current SENCOs will be retiring in the next five years and we need to ensure that we have teachers who aspire to the role of the SENCO as part of their career pathway. We need well-trained, flexible and experienced leaders who are able to challenge, support and collaborate to ensure that the teaching and learning in every school are meeting the needs of all children.

21st-century SENCOs need to have the time, status and support to enable them to react and meet the demanding and challenging responsibilities that are now central to the role. No longer can we have a willing volunteer or a caring friend to carry out this extensive and diverse role. The SENCO has to be at the centre of change if schools want to raise standards and improve their overall performance.

*Lorraine Petersen OBE is the Chief Executive Officer of nasen.*



# The publishing game

As part of the sharing resources workshop, Cath Smith focused on the process of developing and publishing resources for British Sign Language users

The *Let's Sign & Write* BSL graphics pack came about in response to requests via BATOD for sign graphic software to enable teachers to create individual teaching materials.

As a small and independent publisher, our print publications are the main source of revenue that has funded and continues to fund such development work. The face of publishing generally has changed beyond all recognition in the last 15 or so years, with self-publishing now easily within our grasp, as it is for any individual. Most of our publications would simply have been considered unviable by mainstream publishers, since the potential market is tiny in commercial terms and annual sales of most of our publications barely break even when considering the cost of time, production, distribution and storage.

From personal experience of working in deaf education, I know that good quality, fair-priced, well-informed and stimulating materials for BSL users have been either non-existent or in very short supply for decades. Deaf and hearing professionals working in this field feel quite rightly that deaf children have a right to such materials on a par with their non-deaf peers. Some feel that these should be provided as a matter of course, that there should be some overall responsible body to develop and create such materials and that they should be freely available.

For all manner of reasons this is not the case, however, we can still endeavour to maintain the basic ethos within a commercial market. For us this means restricting the use of the graphics pack to schools and families only, with a newer separate licence for organisations that makes it obligatory also to provide the relevant print publications as required course materials. This has been done for the simple fact that our core business of book sales was being usurped by free handout materials, obviating the need for students to buy their own books – revenue from which continues to be our only source of income.

Copyright infringement continues to threaten our livelihood in this way. All of our publications are printed locally in this country, we keep overheads to a minimum and cut our cloth according to our means in order to deliver fair-priced publications. The request is simple – please respect this. We are still keen to develop and share resources with schools and families. Because of the above reasons, there has to be a limit to what can be given free of charge, but the National Year of Communication seems to present a good



opportunity to make materials available to teachers in mainstream settings who may not otherwise be aware of them – and to see the possibilities of adapting already existing materials for BSL users. The TES Connect website contains an abundance of free materials being shared by others in education and some of them are quite brilliant.

For example, I was somewhat amazed on Monday 14 March 2011 to see the speed with which worksheets and *PowerPoints* for a geography assignment based on the Japanese earthquake and tsunami (three days earlier) had been made available. The work was bang up to date, very clear and also very visual. I emailed the creator of the resources, teacher Andy McFadden, to ask if I could adapt some of the key pages with some BSL graphics for deaf students and those with learning disabilities who sign. He replied equally promptly that I could. I used the *Let's Sign & Write V3* BSL graphics to illustrate the key words and concepts for the information already in the *PowerPoint*, placing the sign graphics near the written text – simplifying some sections and omitting others to create a useful resource for the intended users.

The next day I posted the adapted resource on TES Connect and also on our own [www.DeafBooks.co.uk](http://www.DeafBooks.co.uk) site, and it was immediately downloaded and used by a school in Essex. The school was extremely positive about the usefulness of the resource, which six days later had been viewed or downloaded 322 times.

Teachers wanting more details of this, or those wanting permission to submit materials using the graphics, can contact me via the [www.DeafBooks.co.uk](http://www.DeafBooks.co.uk) site or email [cath@deafsign.com](mailto:cath@deafsign.com).

*Cath Smith is writer and illustrator of the Let's Sign BSL series of educational materials.*

# Understanding language needs

As part of the sharing resources workshop, [Claire Ingham](#) introduced the Pupil Language Profile developed at Oak Lodge School; in this article she and her colleagues [Brian Gallagher](#), [Judy Lamprecht](#) and [Ruth Waddams](#) explain further

**A**t Oak Lodge School our pupils have widely ranging communication and language needs. Their competence in communicating through different language modes, including English (spoken/written), BSL and SSE, as well as their skills in speechreading and social communication, all impact on how effectively they communicate and interact with adults and their peers, both in school and outside, and with deaf and hearing people.

Previously at Oak Lodge School, English Teachers of the Deaf, BSL tutors and speech and language therapists (SaLTs) worked quite distinctly from each other. A wealth of data on pupils' competencies in different language and communication modes was routinely gathered, but the English, BSL and SaLT data was kept separately. As the groups of professionals started to work more closely together, initially to investigate why particular pupils did not seem to be progressing as well as we had hoped, it became clear that we did not have the holistic picture of individual pupils' language and communication needs and competencies that we needed to identify what was going wrong with these pupils' development.

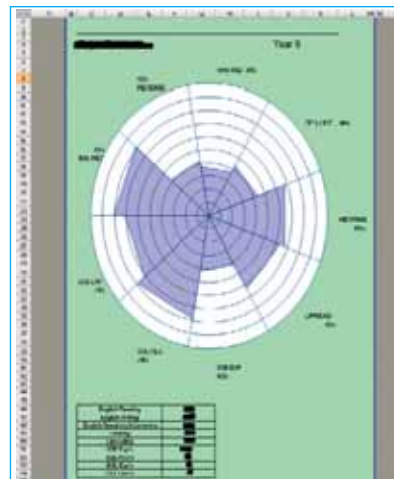
It was relatively easy to bring English, BSL and SaLT data together but the next question was how could we translate all these different numbers and levels into a clear, accessible and meaningful form? The team hit on the idea of converting data into percentages and showing this visually; thus the Language Profile was born. The language team created the first profiles using a pencil, compass and protractor! However, as it very quickly became evident how powerful a tool the Language Profile was, our school data officer developed a computer program enabling school data in numerical form to be transformed into a Language Profile for each individual pupil.

The circular profile is split into eight segments of equal size, with each segment representing a different language component and each component being assessed by a specific process or test. The maximum score for each component is set at 100%, which is represented by the full segment.

As marks are obtained from language assessments, and entered into the school data collection system, the computer program automatically converts the marks into percentages. The percentage for each element is recorded on the Language Profile within

the relevant segment as a shaded area, starting from the centre (0%) and radiating outwards. This gives a visual and easy-to-interpret representation of the pupil's competency in different language components and so we can make direct comparisons between competencies in different language components for individual pupils, identifying areas of strength and areas for concern and further development.

When interpreting Language Profiles, we always consider the pupil's strengths and weaknesses and what this means in terms of how the pupil accesses learning. We also look at how we can support the pupil's language development.

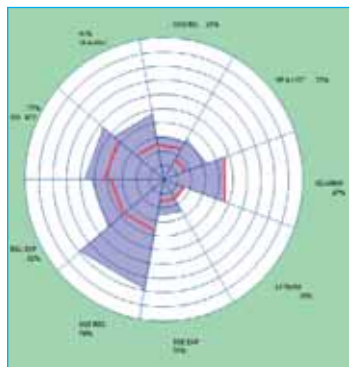


For example, the Profile on the left shows that this Year 9 pupil can competently understand information presented in BSL or SSE and can speechread and hear enough to understand a basic oral English exchange. However, his or her expressive

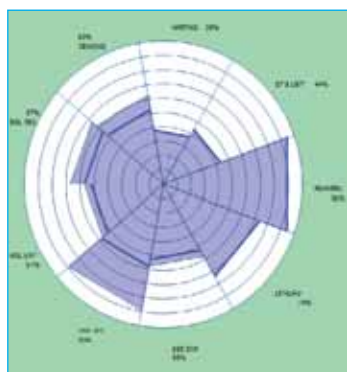
SSE scores much lower than expressive BSL, which shows that this pupil is not confident in using SSE. The pupil's English literacy skills are relatively low, so this would be the main focus of skill development. It is also possible that, as written English improves, the pupil may gain confidence in using SSE and this can be monitored by comparing successive Language Profiles as the pupil develops.

In our second year of using the Language Profiles, we built in progress monitoring – baseline data is shown as a thick red line and end of Key Stage 3 data is shown as a thick dark blue line, as in the diagrams on page 30.

This enables the language team to monitor pupils' progress over time and flags up where progress is not good so that appropriate language intervention can be offered. Currently, Oak Lodge offers one-to-one support in speech and language therapy, reading support (Reading Link), lip-pattern work, oral conversation practice and BSL receptive and/or



Language Profile with the previous year's baseline data retained



Language Profile with the previous year's end of KS3 data retained

expressive skills development. As the Language Profiles are used year on year, baseline and end of KS3 data will be retained, therefore charting individual pupils' progress through school from Year 7–11 and beyond. Since Oak Lodge is a secondary school, our Profiles don't show school entry/end of Key Stage 1 or 2 data but they could easily be adapted to show these benchmarks in addition to the end of Key Stage 3 data.

The Language Profiles are now shared with parents and other professionals at annual reviews, and

the Head of Language meets with pupils prior to their review meeting to go through their own Profile with them. The response has been amazing – pupils' misconceptions have been addressed, several have asked for additional help with the components they find challenging and all of them

have identified their own strengths and areas they need to develop through discussion based on the information in their Profile.

To conclude, the Language Profile has proved to be a very powerful tool in that it:

- combines a wide range of data and complex information clearly and visually so it can be shared with parents, pupils and other professionals
- focuses on individual pupils, showing their own language competencies so that strengths (language for learning) and weaknesses can be identified
- is an effective diagnostic tool – suitable personalised intervention can be identified to support individual pupils' language development
- is central to supporting pupils' language development within a multi-modal, child-centred ethos
- supports the Oak Lodge Language Vision that: *'Oak Lodge pupils will be confident and effective communicators, to the best of their ability, and understand their own strengths.'*

We now aim to develop the package further so that the software can be used with data obtained using different means. This would open up this wonderful and powerful diagnostic tool to other settings and providers in the field of deaf education.

*All the authors work at Oak Lodge School: Claire Ingham is Head of Language and Literacy, Brian Gallagher is Data Officer, Judy Lamprecht is Senior Speech and Language Therapist and Ruth Waddams is a BSL tutor. For more information on the Language Profile email [cingham@oaklodge.wandsworth.sch.uk](mailto:cingham@oaklodge.wandsworth.sch.uk).*

## Sharing resources

Ann Underwood provides short summaries of some of the resources that were presented at the Conference

### A musical journey

*A Musical Journey through the Rainforest* is a resource that illustrates an exciting approach to integrating literacy and music. It aims to encourage families and groups of children at nursery or school to sing and play together and to develop early literacy, music and speech and language skills through a package of interactive activities. The resource contains a book, a CD, a pack of cards and a set of additional listening activities and games.

The resource is ideal for deaf children with hearing aids or cochlear implants aged two-and-a-half to eight years old, and is appropriate for children in the early stages post-implant. The book is highly repetitive, and its clear structure would suit deaf children who have

additional needs such as an autistic spectrum disorder or multiple needs. The package of activities can be used individually, in small groups or class settings. It can be used by parents, ToDs and therapists.

The key learning objectives for children are to:

- extend listening skills
- discriminate between speech and music
- recognise and identify musical instruments
- develop specific instrumental and musical skills
- develop language – single words, rhyming phrases and song lyrics
- read key words
- develop speech production – intonation and speech sounds
- develop pitch perception



- experience the music through movement
- experience and share emotional aspects of the story and the music.

The resource includes a set of playing cards showing pictures of animals playing their musical instruments, and these can be used in a variety of ways.

### The role of ICT as a teaching and learning tool

As specialist advisory Teachers of the Deaf we are often in a position to offer mainstream teachers and support staff advice and information about the best way to help deaf children and young people achieve access to the curriculum and take a full part in school activities. At the same time we need to know what is available that can enhance our work.

Paul Bonsor, now a specialist advisory Teacher of the Deaf working for Oxfordshire Special Education Needs Support Services, part of Oxfordshire County Council, joined the Deaf Children's Communication Aids Project to set up the Blue Skies Project. Blue Skies collected together information about hardware and software that could be used to develop the communication skills of deaf pupils. Following on from the successful project, Paul continued the theme within Oxfordshire to develop an e-resource to support colleagues across the curriculum. This PowerPoint presentation provides links and ideas using information technology and can be used as an in-service training resource or simply to provide ToDs with internet links to websites that they will find useful.

Ideas for using information technology include:

- stimulating talk and developing conversation skills
- learning and using new vocabulary
- developing literacy skills
- developing auditory memory
- improving spelling
- developing speech clarity
- exploring social skills.

Many thanks to Oxfordshire for sharing this resource, which is available for download from the BATOD website: [www.BATOD.org.uk](http://www.BATOD.org.uk) >> Articles >> Resources >> IT resources.

### Divide and Conquer

Last year during the Conference, Katherine Richardson delivered a workshop on accelerated reading for secondary-age deaf pupils. One of the resources that she recommended was *Divide and Conquer* – originally created for pupils with specific learning difficulties. The follow-up requests prompted me to look at the resource, which is no longer available in print, to see if it could become a digital resource. Although some work has to be completed, it should be available electronically later this year.

This resource can be used as a basis for new vocabulary learning. The book has an introduction and explanations of the ideology behind *Divide and Conquer*. On the website you are able to see some sample pages from each of the subject areas. More information is available on the BATOD website in the resources folder: Resources >> Dyslexia resources >> dc-samplepages.pdf.

The pack was written by experienced teachers for pupils with specific learning difficulties (dyslexia) to supplement highly structured literacy programmes, such as the Dyslexia Institute Language Plan, Strands and Alpha to Omega. For students who have continued difficulties in reading and spelling it relates the higher order skills and knowledge found within these programmes to the basic sight vocabulary of core and foundation National Curriculum subjects at Key Stage 3 and 4. *Divide and Conquer* supports proven multi-sensory techniques and uses syllabification as a strategy to decode unfamiliar curriculum vocabulary and identify correct spellings. The exercises provide opportunities to develop study skills and establish the meanings of curriculum core vocabulary. Previous knowledge of initial letter sounds, final and initial blends, consonant digraphs and syllabification is essential. The worksheets may be used individually or with groups using multi-sensory teaching methods.



It is intended that *Divide and Conquer* is used as a foundation for further development by teachers and support staff within schools. The package has been extended to include the original subject-specific vocabulary and the support activities as master files which can be used and adapted for current needs.



This includes sets of dominoes for subjects and a master so that new dominoes can be made on demand. Cath Smith commented that it would be possible to put the sign graphic and

the English word onto dominoes to be used as a resource as well.

Each section of the main document includes crosswords and word searches. Linking to the Oxfordshire presentation in the workshop session (The role of ICT as a teaching and learning tool) we discovered that it is possible to download free software to create crosswords etc.



# I need an interpreter...

Ann Underwood and Claire Ingham discuss the issues around the provision of interpreting services for events such as the BATOD Conference



The Disability Discrimination Act (now subsumed into the Equality Act) had a very positive impact on many disabled people's lives: many buildings now have accessibility ramps and much public information (for example, train announcements) is now given in both visual and auditory forms. This has enabled disabled people to lead more independent lives. The increase in provision and accessibility of communication support, including sign language interpreters, captioning and palantypists, has revolutionised many deaf people's lives – no longer do we have to rely on a kind and willing friend, family member or colleague to take notes or relay what is being said, or to repeat what the deaf person has said.

It is clear how the provision of interpreting works – it is the responsibility of an event organiser to ensure provision/communication access for deaf delegates attending, and BATOD, like many other organisations, happily provides interpreters for deaf delegates, on request.

However, to ensure that a good interpreting service is secured it is important that both the client (usually, but not exclusively, a deaf delegate) and the provider recognise and work together to overcome time limit factors and budget constraints.

---

## It may take as many as 10–15 delegates to cover interpreting costs

---

First, there has to be a timeline for organising communication support. Most interpreting agencies stipulate around four weeks' (some as long as six weeks') advance notice for booking interpreters, and most agencies and interpreters are unable to meet short-term (less than two weeks' notice) requests.

As BATOD is a voluntary organisation with no direct government funding, budgeting for conferences is tight. With a minimum of two interpreters needed for a conference (so they can take turns), interpreting costs start at £700 per day. These costs, along with the costs for meals and refreshments and hire of the venue, have to come out of delegate fees and it may take as many as 10–15 delegates to cover interpreting costs. This increases hugely if another

deaf delegate requests a different form of communication support or different workshops.

Access to Work (AtW) funding can be used for attending union meetings, meetings outside school and professional development opportunities provided that it is applied for in advance and agreed by the employer, but it does depend on the circumstances of the individual. For events such as BATOD conferences, which are usually classed as CPD, it would seem reasonable to expect that Access to Work funding should contribute to the costs. However, this is not always so, as one delegate comments, 'I can't use AtW funding for interpreting for BATOD conferences because of the way my school makes use of this funding. There are so many constraints these days.... Much of our CPD is in-house and AtW covers this, whereas Edexcel, AQA and so on provide interpreters out of their own budgets.'

---

## Late registration by deaf delegates wanting interpreters is a challenge

---

It is difficult when the organisation is a voluntary one, which is why we think it's even more important for delegates to request interpreters as soon as possible and certainly within the booking deadline. Perhaps deaf delegates could consider whether they would be prepared to have an SSE/BSL interpreter/palantypist rather than making very highly specific demands. It is all about working together.

Late registration by deaf delegates wanting interpreters is a challenge if no interpreting has already been booked, though if it is possible to share the interpreting provision that is fine. There have been instances where some deaf delegates at previous conferences have been heard to complain that they use SSE but the interpreting was BSL. This shows the importance of deaf delegates being clear with requests for communication support. It does work the other way, of course, and when booking an event recently, a deaf delegate requested SSE. The interpreting service then asked if both BSL and SSE staff would be needed, which would make the interpreting costs prohibitive – 30 delegates would need to attend in order to cover the interpreting costs alone!

We – delegates requesting interpreters and course organisers – need to be clear about what high quality communication support (BATOD doesn't want to start having to rely on cheaper, unqualified interpreters, for example) could be provided effectively to meet several delegates' communication needs. It would be useful if delegates could indicate both their 'preferred' and 'acceptable' forms of communication support, though we don't really want to end up with a lengthy section of form to complete. So if you are requesting communication support, please make it clear what you need and what you will accept so that we can organise it. Please also remember that if you apply and request communication support late (after the deadline) the course organisers cannot guarantee that an interpreter will be available for the workshop(s) of your choice.

### It is the responsibility of a deaf person to request communication support well in advance

As deaf and hearing colleagues we both agree and we feel that it is the responsibility of a deaf person to

request communication support well in advance, as conference organisers need so much notice to organise interpreters.

Claire recounts the tale, *'On one occasion I requested an interpreter at very short notice (my own fault – I simply forgot) for a meeting (that I was given details of two weeks previously) at my son's school. As it was only three days before the meeting the agency was unable to provide an interpreter. I accepted responsibility for putting in the request too late and I went along and just managed as best as I could without. A hearing colleague who requested a voice-over interpreter had a similar experience. However, we both learnt from it and will never make a late request – as far as possible – again!'*

So, could we make the registration form clearer? Should the form ask which types of communication support are accessible or the delegate's first preference? We would be very interested in your ideas and thoughts.

*Ann Underwood is the BATOD Conference Organiser and Claire Ingham is a deaf ToD at Oak Lodge School in Wandsworth.*



**Mary Grace Wilkins Travelling Scholarship**  
Funding for small scale research into classroom practice and resources - sharing information with ToDs

Qualified Teachers of the Deaf who are BATOD members are invited to apply for a Mary Grace Wilkins Travelling Scholarship so that they may undertake research to further the education of deaf children. Funding is available for small scale research or study which has direct relevance to deaf pupils/students in the British Isles. This should not be part of any other research project and should have a practical value to other Teachers of the Deaf.

Visit the BATOD website for more information [www.BATOD.org.uk](http://www.BATOD.org.uk) and an application form.

further details from:  
BATOD Executive Officer  
email [exec@BATOD.org.uk](mailto:exec@BATOD.org.uk)  
tel: 0845 6435181

**funding available up to £ 1,000**



## Publish your research

Completed a Masters degree on deafness?

Why not write it up as a paper for Deafness and Education International so that others can benefit from your research?



There is assistance and advice available to enable a polished paper! Contact the DEI editor, Linda Watson ([DEIeditor@BATOD.org.uk](mailto:DEIeditor@BATOD.org.uk)) for further information and advice.





## NatSIP forges ahead

Lindsey Rousseau provides a progress report on the National Sensory Impairment Partnership

There is often a mention of NatSIP in BATOD Magazines and it is always a testament to the hard work of BATOD colleagues that Teachers of the Deaf and other specialist staff working with deaf children and their families feature so often in the successful work of the National Sensory Impairment Partnership. The last NatSIP update as an article was in March 2010 and much has happened since then.

This Magazine reflects the content of the BATOD Conference and AGM in Newcastle, Communicating – Stronger Together, and as such is just the platform to celebrate the journey of NatSIP. We are communicating the message of the importance of children and young people with sensory impairment and our strength in improving their lives is through working together!

Government funding for NatSIP ended in April 2010 and the change of government in May that year has brought about significant change throughout education. We are all hoping that, with the publication and consultation (all 59 questions!) of the Green Paper on Special Educational Needs and Disability and the potential changes to the legal framework, a sense of order can be established for ToDs and their managers in schools and services to plan the most effective delivery of their specialist knowledge.

The important work of NatSIP on the collection of outcomes data for young people with sensory impairment was recognised by the National Strategies during 2010–11 and they contributed to the funding of the development of the online collection tool, which is the result of much work behind the scenes by Nicky Ereaut and her working group. We are very grateful to the 50+ services which have been brave enough to work with us on this first collection and look forward to making future information gathering as straightforward and helpful as possible.

Resourcing to support the other NatSIP workstreams has come from subscriptions from voluntary and professional organisations (including BATOD) and local authorities across the UK. As always, the final publications will be available on the NatSIP website [www.natsip.org.uk/](http://www.natsip.org.uk/) The website itself has become a feature of NatSIP communication and since the new site was launched in November we have more than 300 members registered on the site and over 1,900



documents have been downloaded. We hope that all BATOD members find the site useful and we welcome suggestions for improvement.

And so NatSIP will continue to work for you in BATOD and all the partners from April 2011 onwards. The NatSIP Reference Group suggested that members of NatSIP would appreciate affiliation to NatSIP and this proposal has been received with considerable success. Benefits of affiliation include reduced price attendance at NatSIP national working days (three a year) – these days continue to be well attended, even in these times of constraint and cut backs, and are always a strong route to completing many of the tasks we have set ourselves.

Within the global atmosphere of austerity and challenge, NatSIP submitted a bid to the Department for Education (DfE) in December 2010 in response to its national prospectus seeking partners, within the voluntary and community sector, to work with the Department to improve outcomes for children, young people and families. We thought that NatSIP would be well placed to work on the identified priorities:

- 1) Support access to specialist expertise for parents and professionals in relation to specific impairments.

2) Provide support and training services to help children with SEN and disabilities to access the curriculum.

To our surprise and delight the NatSIP bid was successful in all three rounds of the competitive bidding process and it has been confirmed that NatSIP will receive DfE grant funding from April for 2011–12 and 2012–13 to meet agreed targets in the work strands we have identified. We are looking forward to working with BATOD members in achieving this. The agreed outcomes of the work ahead will:

- provide support and training, in a cost-effective way, to ensure that children and young people with sensory impairment have access to the curriculum and make good educational progress while improving achievement
- further develop a robust national outcomes framework to support national benchmarking and evaluation
- address the issues raised by DfE and Ofsted about the effectiveness of teaching assistants
- promote models proven to reduce barriers to children and young people with sensory impairment making good progress in their education
- improve the social and emotional well-being of children and young people to allow them to reach their full potential.

The strands of work will be on: outcomes; workforce development; emotional resilience; SEN policy; specialist service delivery; transition and FE; case studies of successful practice; accessibility for sensory impaired young people in line with the 2010 Equality Act. The NatSIP associated work with Burwood Park Foundation on deaf children with additional difficulties and our other work will also continue.

As you can see, there are exciting and challenging times ahead! The fact that NatSIP is thriving is because of the commitment of colleagues. The greatest assets of NatSIP are the members of the workstreams who have driven forward an agenda for change in the field of sensory impairment. As the only organisation crossing this sector we like to think that NatSIP does the work with you and for you and that we are indeed communicating and stronger together.

If you are interested in becoming involved in the workstreams and NatSIP associated work to fulfil these ambitions please let us know by emailing me at [lindsey.rousseau@natsip.org.uk](mailto:lindsey.rousseau@natsip.org.uk).

*Lindsey Rousseau writes on behalf of the NatSIP Reference Group.*

**Research to be done?  
Assignments to complete?**

**BATOD Magazines 1999-2010**

**look for new ideas  
or advice to pass on**

a set of Magazines on CD

**£35**

Order now from  
BATOD Publishing and Advertising  
41 The Orchard  
Leven  
Beverley  
East Yorkshire HU17 5QA

Cheques payable to BATOD, invoicing available  
or email your order to [publications@BATOD.org.uk](mailto:publications@BATOD.org.uk)  
**Have you a CD that needs updating? Then send it  
back with a cheque for £6.00 payable to BATOD and  
it can be updated for you.**



**Cued Speech gives  
full access to English**

**Find out more at a one-day  
workshop; suitable for:**

- parents and professionals who 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 our e-learning website: [www.learntocue.co.uk](http://www.learntocue.co.uk)
- professionals who need to know about Cued Speech in order to ensure that they pass on accurate information to parents.

Workshops cover the basics of the Cued Speech system and research which proves its success. They also include an introduction to our e-learning website and practical advice about its use in the classroom.

**For dates of existing workshops  
OR  
to set up a workshop specifically for your group contact:**

**[kim@cuedspeech.co.uk](mailto:kim@cuedspeech.co.uk) Tel: (v&t) 01803 832784  
Webs: [www.cuedspeech.co.uk](http://www.cuedspeech.co.uk) & [www.learntocue.co.uk](http://www.learntocue.co.uk)**

Charity registered in England and Wales No 279523

# The BATOD AGM

Minutes of the Annual General Meeting held in the Marriott Hotel in Gateshead on Saturday, 19 March 2011

**Present:** 51 members. The National Executive Officer Paul Simpson unfortunately could not be with us for personal reasons.

**Apologies:** Paul Simpson, Stuart Whyte, David Couch, Mary Kean, Rebecca Miller and Ann Robinson

**Minutes of the Annual General Meeting held in Wandsworth on 13 March 2010:** were approved; proposed by Alison Weaver and seconded by Jill Bussien.

**Matters arising from the Minutes:** None

**Members' comments and enquiries:** Gary Anderson explained that this session would now be held at the end of the afternoon in the plenary.

**Presidential address – Gary Anderson:** this was an opportunity for Gary to reflect on the last year. There had been considerable challenges which included a new government, rapid legislative change, a White Paper – *The Importance of Teaching*, new academies, free schools, the EBac, the link between knowledge and skills, and future technology. He stated that there is a balance to be struck. At its simplest it is all about relationships – about growing and developing together. For this, communication of all types is required, and whatever the method, it must be effective. BATOD has been modelling this over the last 12 months, following the presidential strapline of 'stronger together'. At each NEC meeting there are three areas for discussion: working for BATOD members, working with partners and working with government. Gary also stated that in his career there had been a recurring theme – flexibility.

#### *Working for BATOD members*

BATOD has been asked the question, 'what is statutory?' There is no blueprint of what a service should look like. The Association has prepared a paper entitled *If not statutory then essential*, which is an attempt to ensure that local authorities are not merely reduced to a minimum level of service. This can be found in the open part of the website. BATOD wishes to continue to provide guidance to enable ToDs to be proactive.

#### *Working with partners*

The 'stronger together' ethos has been evident through links with VIEW; Sue Frazer represented BATOD at the VIEW AGM in the North West. Judy Sanderson, Co-President of VIEW, will attend our June and

September NEC meetings based in London. There is much more which can be developed together. BATOD is a key partner in NatSIP, and Paul Simpson is a member of the Reference Group. Lindsey Rousseau, the facilitator, will be running the plenary session at the end of the Conference. NatSIP has made it through to the last stage of the bidding process to access £200,000 from the DfE to support its work for the next two years. BATOD will be stronger for it.

#### *Working with government*

The White Paper – *The Importance of Teaching* – was published last September and BATOD has now received the Green Paper on Special Educational Needs and Disability. There has been a lot to read about since it was published on 10 March. Paul Simpson and Alison Weaver attended the launch. There is a four-month window to respond to this Green Paper. We do not yet know a lot about the details. These are the five areas which have been considered:

- Early identification and assessment
- Giving parents control
- Learning and achieving
- Preparing for adulthood
- Services working together for families.

There is much to be done and we want to involve all our members as much as possible. Gary urged members to consider supporting their local regional committees and doing a stint on NEC, and the Association is always keen to determine how best to communicate – through emails, newsletters, workshops and/or conferences.

Gary expressed his thanks to the Steering Group and the National Executive Council for giving up so much time. He also expressed his sincere thanks to Paul as BATOD's only paid employee and Ann Underwood and the team for organising the Conference. He looked forward to a very successful year ahead.

#### **Award presentations**

##### *The Peter Preston Audiology Award*

Colleagues who have worked in the North East and in BATOD will know of Peter Preston. He brought great wisdom to NEC. Due to the generosity of his family an annual award has been established in his memory. Jo Franklin is to receive the award.

Judith Futers stated that she and Peter's son, John, were delighted to be present. She said how much they missed Peter but that they were very pleased to give the award. John presented Jo with her award. Jo



thanked them for the award, adding she was extremely grateful for this honour.

*The Eichholz Prize*

Deb Kent was presented with this award, which is for a top-performing student. Deb is a post-graduate student who has been studying at Birmingham University. She was congratulated for her hard work and achievement.

**Annual Report 2009–10:** Ann Underwood presented the annual report. This was approved.

**Statement of accounts:** Bev McCracken presented the accounts and commented that in the balance sheet there is a slight increase in BATOD's accumulated funds; membership subscriptions went up slightly. These accounts are to 31 July 2010. He informed the members that it had been decided to keep subscriptions the same, as teachers were not receiving a salary increase.

*Mary Grace Wilkins Travelling Scholarship* – Bev reported that the guidelines are very restrictive and the Trustees are looking at ways to lessen these restrictions. The Trustees are getting slightly older and the Association is looking for younger people. Anyone interested should contact the Treasurer at [treasurer@BATOD.org.uk](mailto:treasurer@BATOD.org.uk).

**Acceptance of Treasurer's report:** The accounts were approved, having been proposed by Liz Reed-Beadle and seconded by Sue Archbold.

**Appointment of auditors:** Bev proposed the adoption of the same auditors and this was passed. Mary Fortune will take over as Treasurer on 1 August 2011.

**Election results – Steering Group and NEC members:** No one stood for National Minuting Secretary. Mary Kean is standing down from NEC and this leaves two vacancies. Nominations for 2012–14 will be coming up in September. If you want more information about this contact Paul Simpson at [exec@BATOD.org.uk](mailto:exec@BATOD.org.uk). Anyone who is prepared to do a one-off piece of work but not able to join NEC should still get in touch.

**Date and place of next meeting:** 10 March 2012 (London venue to be confirmed).

**BATOD Foundation**

The Foundation is hoping to hold a free conference provided by Sheffield Sensory Services in Knightsfield School, St Albans, looking at Soundfield Systems, BKB work lists and so on. It will be held on Friday 25 November 2011.

**Searching for a QToD?**

Job vacancies can be advertised on the BATOD website at a cost of £200.00

Teaching Section - Situations Vacant  
[www.BATOD.org.uk](http://www.BATOD.org.uk)

one of our most popular pages - especially on a Monday with hundreds of 'hits'!!!

email your Word file to

[advertising@BATOD.org.uk](mailto:advertising@BATOD.org.uk)

with instructions about invoicing and your advert should appear very soon afterwards AND REMAIN VISIBLE until after the deadline!

Your email address will be an active link so potential applicants can contact you directly.

Embedded logos should be sent as additional .jpg or .gif files as well.

**Value for money advertising**

**Just for you**

**Members are reminded that membership of the Association is only open to individuals. There is no category for Service or School membership.**

We are aware that some members have their subscription paid for them and that some have their mailing to their work address, but please remember, only the named individual is the member and no other person at that address can claim any benefits of membership.

This personal subscription can be claimed against income tax. You do not normally need a receipt for this; just put it on your income tax form. A list of previous subscription details can be found on the BATOD website. Follow: [www.BATOD.org.uk](http://www.BATOD.org.uk) >>The Association >> BATOD membership >> back-subscriptions information.



## Maximise your budget with service and repair options from Connevens

Worried about budget cuts? It makes real economic sense to ensure you make the most of the equipment you already have. Over the summer holidays, Connevens can check, repair or service your equipment while you are away, and keep it safe so it arrives back at school just when you want it.



We have 50 years experience in manufacturing and maintaining sound equipment and provide specialist support and professional in-house service & repair facilities. We have always built products to last, and support our own products for a minimum of 8 years – helping prolong the life span of

the product and improving sustainability.

So check your cupboards, see what you have and make sure it is all spick and span for the start of term.

Whether it is radio aid systems, test boxes or classroom soundfield, we can make sure it is ready for the rigours of the new school year.

### Here are some of our top tips for the summer:

✓ **If it's broken, we'll fix it** – if you're not happy that your equipment is working correctly, send it back to us for checking and repair.

✓ **Make a shopping list** – check out the spares you need for next term and put an order through for delivery in September – often it's the accessories that suffer the most 'wear & tear'.



✓ **Call in the experts** – With installed Soundfield systems, we can arrange a chargeable service visit where one of our technicians will come out to check through your equipment.

✓ **Get an upgrade** – FP35 Test boxes should be calibrated annually and if you've not yet had the software upgrade, combine the two and save time and money.

✓ **Make a plan** – don't leave it until the last week of term. Work out when you want the equipment returned so it's back with you in good time. For non-warranty chargeable repairs, give us an order number so we have the authorisation to proceed with the work while you're away.

If you have any questions or would like to talk through your requirements, give our helpful Customer Services team a ring on 01737 247571.



**Connevens Limited** Est. 1961

Customer Services: 01737 247571  
[www.connevens.com](http://www.connevens.com)

Bridge House, 1 Nutfield Road, Merstham, Surrey RH1 3EB

Minicom: 01737 644016  
[sales@connevens.com](mailto:sales@connevens.com)

Fax: 01737 223475

[www.DeafEquipment.co.uk](http://www.DeafEquipment.co.uk)

## Connevens – the Soundfield Experts Knowledge • Expertise • Experience



With a soundfield system, teachers experience reduced voice strain (and stress) and students respond faster, resulting in more efficient and effective lessons.

Easy integration with fm Radio Aid systems helps the students you support integrate into the classroom environment.

With our very wide range we can cater for all situations and are pleased to add to our range the new Phonak Dynamic SoundField.

Contact our Soundfield Team today to arrange a demonstration or free trial at your school.



**Connevens**

Call: 01737 247571 Minicom: 01737 644016

Email: [soundfield@connevens.com](mailto:soundfield@connevens.com) [www.ClassroomSound.co.uk](http://www.ClassroomSound.co.uk)

**Explore our Passion  
for Solutions**





# Time for change

Ian Noon joins the campaign for 21st-century telecommunications for deaf young people

Technological support for deaf children and young people has come on in leaps and bounds over the past 30 years. To give just two examples, the old 'box' round-the-waist hearing aids are now largely condemned to museums, and deaf young people aren't restricted to just Blue Peter when they want to watch subtitled TV.

But one area where technology is stuck in the 1980s is the provision of relay services for deaf people. Teachers of the Deaf will be familiar with how relay services work and how the system relies on a human operator transposing voice into text (and vice versa) through the use of a textphone. Most ToDs will also be familiar with its limitations – conversations are stilted, slow and cumbersome. Many deaf young people who communicate in English avoid using text relay for these reasons. For those who communicate in BSL, rather than English, text relay is not accessible at all.

It is true that deaf young people can compensate for this through email, text messaging, Facebook and so on. But there will always be occasions when they need to use a phone – for example, to contact employers for a job interview or to get medical help. The vast majority of deaf children grow up in a hearing environment where ready access to telecommunication services is expected and taken for granted by their family and friends. For ToDs who work hard to ensure that deaf young people grow up to be independent adults, the current lack of access is immensely frustrating.

In the 21st Century, deaf young people should rightly expect equal access to telecommunications which are functionally equivalent to those enjoyed by hearing people. By functionally equivalent, we mean almost-live, real-time communication, commensurate with that enjoyed by a hearing person when communicating on the phone.

So why are deaf people forced to rely on such an old system for telecommunications? One reason is that the regulatory framework needs updating. Another is that there is no competition, with only one supplier, BT, specifically required to provide text relay services. There is also no requirement anywhere for video relay services to be provided, meaning that BSL users without strong English skills are effectively disenfranchised.

The UK Council on Deafness (UKCoD) is working to co-ordinate the activities of a number of deaf

organisations and individuals as they campaign for modernisation and improved access. Functionally equivalent access does require additional funding, but any additional costs are more than compensated for by the benefits that follow from increased access and greater independence for deaf young people. UKCoD believes that a 21st-century relay service should:

- be available all day, every day, 365 days a year
- allow for real-time equivalent phone conversations
- be available at no cost other than the cost of a standard call
- be accessible to all deaf people, including BSL users
- provide real choice for deaf consumers through open competition.

The good news is that new EU legislation requires the Government to deliver functionally equivalent services. At the time of writing, we are concerned that the Department for Culture, Media and Sport and the regulator, Ofcom, are not taking this issue seriously enough. There appears to be confusion regarding exactly what Ofcom's powers enable it to do. There is also resistance to introducing a new system, which could generate meaningful choice between different providers and greater competition.

UKCoD and other deaf organisations will therefore be working hard over the coming months to encourage the Government and Ofcom to implement EU legislation in a way that ensures full access. An Ofcom consultation on this is expected and we will be urging everyone to have their say. We are also encouraging everyone to ask their MP to lobby government ministers on this issue.

Without action to deliver a genuinely accessible telecommunications system for deaf people, deaf young people risk being condemned to relay services from an analogue age, without full access. We believe that in a digital age, deaf young people deserve better.

More information about opportunities to support the campaign can be found at:

- UKCoD – [www.deafcouncil.org.uk](http://www.deafcouncil.org.uk)
- DAART – [www.daartcampaign.co.uk](http://www.daartcampaign.co.uk)
- NDCS – [www.ndcs.org.uk/takeaction](http://www.ndcs.org.uk/takeaction)
- TAG – [www.deaftag.org.uk](http://www.deaftag.org.uk)
- VRS Today – [www.vrstoday.com/](http://www.vrstoday.com/)

*Ian Noon is Senior Policy, Campaigns and Research Officer for NDCS and writes on behalf of the UK Council on Deafness.*





# A fair chance for deaf children

As part of our occasional series of articles with an international theme, **Jemma Hogwood** highlights the education of deaf children in Rwanda



**G**ood quality education is a key element of a child's development and something all children should have access to. While in the UK we rarely need to advocate a child's right to education, in other countries it is not always achieved, particularly if you are a deaf child.

Fair Children Youth Foundation (FCYF) is a nationally recognised charity based in the Northern Province of Rwanda, an area that has suffered excessively from the consequences of civil war, genocide and disease. The organisation was created in 2003 by Elie Nduwayesu in an attempt to rebuild lives and restore human rights through a number of community-based projects. The school for deaf children is a central part of FCYF, set up when Elie realised that many deaf children in the community were being stigmatised and discriminated against and were unable to access education and achieve their full potential. He believes that high quality education will enable children to become the leaders of tomorrow, building a strong Rwanda. The Rwandan Government is keen to promote quality education for those with special educational needs but is aware that their needs are often overlooked and teachers lack the necessary support in terms of skills and resources.

FCYF aims to provide deaf children with an education in a school where their abilities are understood, they feel safe and where they are free from abuse and discrimination. During the time I spent in Rwanda supporting the work of FCYF, I was particularly struck by the caring ethos at the school, which is an essential element since many of the children have been rejected or isolated within their community and have struggled to find opportunities to learn. I was encouraged by the

high standard of teaching despite a severe lack of resources and was amazed to hear about a plan to integrate some of the students into the high achieving mainstream primary school (which is also run by FCYF). As I have observed the challenges of integration in the school system in the UK, I was surprised but delighted that FCYF was prepared to advocate this in Rwanda.

## The school

The school is one of four deaf schools in Rwanda. The School Director Louis Ngabonziza has a wealth of experience, having worked with deaf children for 15 years, and has been hugely influential in the success of the school. The need for schools for deaf children is indicated by the rapid growth in the numbers of students. FCYF established the deaf school three years ago, initially with ten children, and it now caters for 62 children aged between five and 21 years old. Inundated with enquiries, the school has recently had an extra classroom built so that the older children can move up





to the next class. However, funds are very limited and at present there are no plans to employ an additional teacher.

The children are offered the opportunity to develop skills which allow them to communicate both with their friends at school and with society as a whole. The highly skilled staff teach English, mathematics, science and social studies (all in English), as well as Kinyarwanda, French and Sign Language. The children are all able to express themselves in Rwandan Sign Language (the Rwanda National Union of the Deaf published the Rwandan Sign Language Dictionary in 2009). The children are also taught to lip-read and those that are able are heavily encouraged to practise using their voice so that they have the best opportunity to communicate with other people in their community. The children are given the chance to play sport and have learnt to dance traditional Rwandan dances. The school is the proud owner of a large African drum and it is brought out on all occasions, along with bells that are tied around the children's ankles. Learning about children's rights is a central part of the education programme; the children are made aware of the things they should have access to and can stand up for themselves in achieving these.

In addition to the traditional curriculum, all children learn vocational skills in the afternoon, including woodcarving, basket making, tailoring and electrical and plumbing skills. This is an essential part of the curriculum, providing the children with additional skills. It is particularly important for some of the older children

who have missed out on a lot of their formal education and will benefit greatly from having vocational skills to help them earn a living when they leave school.

### Plans for integration

Ambitiously, FCYF has begun to embark on a project to integrate a number of deaf children into the mainstream primary school run by FCYF. Supported by Kat Collis, an FCYF volunteer from the UK, the aim is to create stronger links between the two schools in an attempt to combat stigma. Children from the primary school visited those at the deaf school and showed real interest not only in their disability but their abilities too. A 'taster' day was then organised, with six children from the deaf school spending the day at the primary school and attending lessons. Later a joint sports afternoon was arranged. The boys instantly set up a game of football; any differences were forgotten and the deaf school came out on top winning 2-0! There is surely no better way to earn respect from your peers! The girls, however, took a bit longer to warm to each other but slowly the urge to communicate overtook the fear and shyness and the teenage girls from the primary school were eager to try and learn their names in sign language.

Six deaf children have now been identified by their teachers to attend the mainstream primary school. This has taken a lot of advocacy on behalf of the children, as many of the mainstream teachers had neither met nor taught a deaf child before. It was not unusual to hear comments or questions such as 'How do you teach them if they cannot hear?', 'You mean they have knowledge?', 'How can they write?' There is a long way to go but slowly the children are proving themselves to their peers and their teachers. During the first week a great wave of surprise rushed around the class when one deaf child put up her hand in class and got the question right. Teachers and children alike were shocked that a deaf child of 15 was able to add two simple numbers together. Their understanding of the deaf children's abilities is so misinformed.

Sadly, expenses for the primary school are far greater than the deaf school so it is unlikely that this project will have the potential to expand next year. With very few deaf children having parents who can afford school fees, uniforms and school resources, FCYF has to subsidise their places at the school. FCYF is desperately looking for sponsors to support a deaf child through mainstream education to give them a better chance for their future. If you have any ideas, can provide opportunities for skill sharing or would like to support the deaf school financially or with resources please contact FCYF through its website [www.fairchildrenwanda.org](http://www.fairchildrenwanda.org) or email me at [jemmahogwood@yahoo.co.uk](mailto:jemmahogwood@yahoo.co.uk).

*Dr Jemma Hogwood is a clinical psychologist.*





# Sign Up with Sing Up

Paul Whittaker urges schools to join in with a national project encouraging deaf children to discover the magic of singing



and aims to make a significant and lasting impact on whole schools, including children, teachers and senior management.

The project encourages deaf children to sing, vocalise and sign, develop signed song skills, write songs and enable performances. Through Sign Up many new songs have been composed and many deaf children have discovered for the first time that they *do* have a voice, unique to them, and that they can express themselves through it and can share it with others. Of course, for some, that voice will be their hands, yet many children have succeeded, for the first time, in being able to sing, and sing in tune too.

**H**ere we are in Cornwall so Sing Up! Sing Up!  
Here we are in Cornwall, singing, signing,  
having fun...  
Singing songs, writing songs, learning songs, signing  
songs;  
Singing's such a great thing to do.'

As Jenny Young, Sing Up's 'Beyond the Mainstream' Manager, points out, 'Singing is essential if the students you work with happen to have a voice which is rarely heard, and the rewards to be found once you have made the effort are likely to stay with you forever.'

Those are some lyrics that were written last year as part of a project that Music and the Deaf led on behalf of Sing Up, the national singing programme, and they summarise exactly what Sing Up is about. It aims to put singing at the heart of primary school-aged children's lives, and believes that every child deserves the chance to sing every day and that singing improves learning, confidence, health and social development. And that includes deaf children as well.

## The training

I have led Sign Up, along with a team of singing leaders, composers and interpreters. The initial stages of the project took place in Sunderland, Wakefield, Wolverhampton, St Albans and Margate, working with a total of 120 deaf children. As well as developing the pupils' ability to sing and to sign, we felt it was vital that they understood the process of songwriting, and thus every school was encouraged

As many BATOD members know, there has been a huge explosion of interest in signed song over the past few years, while Music and the Deaf has been instrumental (pun intended!) in encouraging music-making and activities for deaf children and adults for 23 years now. Standards of signed song and of music do, however, vary widely, and there is a need to create more resources, provide training and performance opportunities and generally raise awareness of the value that both music and signed song have in the lives of not only deaf children but of all people. Indeed, this is one of the few areas of music where integration really can succeed, as we've seen over the past four years of this project.

Sing Up and Music and the Deaf know that singing can be a life-changing and life-enhancing experience. Therefore Sing Up set up a flagship project with Music and the Deaf – called Sign Up – that encourages all deaf children to find their voice (be it vocal or signed)







to create their own songs. They would come up with ideas, signs and concepts, which the composers would take away and set to music. In some cases pupils contributed their own musical ideas as well and through this they really felt they 'owned' the project.

Other major projects took place in Cornwall, where we created a cycle of songs about Cornwall through the year and performed it in Truro Cathedral, and in West Lancashire, which resulted in a performance of 'Arthur and Merlin' about the legend of Camelot. Various other one-off events have taken place around England, and as Sign Up developed we identified a greater need for more training.

To meet this need we ran a series of eight one-day events led by me, Andy Smith (composer), Jeff Borradaile (singer) and Andy Higgins (interpreter) at which music teachers, ToDs, CSWs and others could watch the team work with classes of children for one hour, observe what we did, participate and – as the day went on – step forward and lead a song or activity themselves, if they wished. The vast majority of people who attended would not describe themselves as singers or musicians at all, yet expressed confidence at the end of the day that they could go back to their own schools and lead such activities. The fact that four men were in a primary school and were *singing* was another common response and, yes, we did get all the boys to sing too!

Through Vocal Force – the training arm of Sing Up – Music and the Deaf has led four residential weekends, training interested singers and signers to develop more skills in leading and enabling signed song. Spread across the country, some of the participants have begun to run their own projects and activities and they are a hugely valuable resource as we seek to expand Sign Up.

### Signing Buddies

One other initiative was Signing Buddies, which took place at Cottenham Village College, near Cambridge, and Great Baddow High School in Chelmsford. At these two schools, I led several sessions for secondary pupils, giving them the skills and confidence to go and lead signed song workshops in local feeder and other primary and junior schools.

Identifying and developing young leaders is an important part of Sing Up, and this part of the project was not only an invaluable experience for the secondary pupils, it also gave the 'Buddies' a great sense of encouragement and allowed their approach to signed song to become a lot more discerning and adventurous. At Great Baddow this has led to the creation of a signing club and choir at Larkrise Primary School, in the hope that the young children who attend these will then join the signing choir at Great Baddow when they transfer there. Signing Buddies is a model that we're keen to establish in other secondary schools, so if you are interested in this do let us know.

We are well aware of the need for more resources and for high quality signed songs, so several have been filmed, signed and subtitled and made available through the Song Bank on the Sing Up YouTube channel ([www.youtube.com/singupamericastreet](http://www.youtube.com/singupamericastreet)) and through [www.matd.org.uk](http://www.matd.org.uk). There are, we know, nowhere near enough signed songs uploaded yet but we do have plans to address this.

### Spread the word

Sign Up has been a thoroughly enjoyable and entertaining project. We've seen so many people, young and old, join in with such enthusiasm, and the dream is to see really high-standard signing choirs spring up across the UK. We're already seeing the impact in music festivals, where signing choir classes have been introduced for the first time, and we hope this will spread. We also plan to host a national signing choir event soon and, beyond that, create a national signed song choir.

I hope this has encouraged you to learn more and get involved. Remember, it's not just about music and signing: it's about confidence, health, language and linguistic development, sharing and encouraging too, plus the fact you can enjoy it for the rest of your life.

I urge you to join in that song at the start of this article but to insert your own school or your own name where it says, 'Cornwall'. For more information on how your school could be utilising its resources visit [www.singup.org](http://www.singup.org) and [www.matd.org.uk](http://www.matd.org.uk) now!

*Paul Whittaker OBE is the Artistic Director of Music and the Deaf.*



# Teach the world to sign and sing

Rowena Dean has news of a record-breaking event where over a 100,000 children signed and sang their hearts out



On 9 February 2011 at 2.45pm, thousands of children in schools across the UK and abroad established a new official Guinness World Record™ for the most people singing and signing at the same time in multiple venues.

The SignHealth fundraising team organised sign2sing to increase deaf awareness among a young generation as well as introducing children to British Sign Language. The event was also a fundraising project for the charity, as each child was asked to make a small donation to SignHealth for taking part in sign2sing. At the time of writing around £40,000 has been received, with many more donations coming in every day.

Schools initially registered to take part through the sign2sing website after which they received a resource pack containing a range of deaf awareness materials, games and information as well as a training DVD for the song 'Teach the World'. This was a hit for the New Seekers in the 1970s and remains a well-known and easily learnt song. We teamed up with Garry Slack, the award-winning author of the *Sign with Olli* books featuring Olli the little monkey who loves to sign. Olli played a starring role in the training DVD and proved very popular with all the children.

*'We are very impressed with your sign-up pack and all the materials you have produced. Thank you for making the process as simple as possible.'*  
(primary school teacher)

SignHealth organised a key event for local schools at the National Sports Stadium at Stoke Mandeville in

Aylesbury. Well over 800 children from mainstream and special schools came together to sign and sing. The Editor in Chief of Guinness World Records was there to witness the occasion first hand. This event was staged with the support of the local branch of Sing Up, the national schools' singing programme and ContinYou, the community learning organisation.



*'Just wanted to email as I'm still buzzing from our sign2sing!! 566 children signing and singing so earnestly and with such great enthusiasm, it really was such a special event and one that I am so proud to have been involved in! All the adults felt very emotional and the children were so excited with their badges and the thought of breaking a world record. A really wonderful and very special memory for us all.'*  
(headteacher)

Sign2sing generated a huge amount of press and media attention, with newspapers, magazines, radio and TV picking up the story. BBC *See Hear* filmed the event to feature in one of its editions, and Chris Evans gave us a mention on his breakfast programme. A number of local radio and TV programmes contacted their local schools to cover the event. Every child who joined in with sign2sing was sent a commemorative hat or badge.







Overseas schools included the Uganda School for the Deaf in Kampala and the Infant and Junior School in Port Stanley in the Falkland Islands. The Headteacher in Port Stanley, Jeanette Marshall, said, 'We were one of the first schools to register to take part in sign2sing. We have received our training DVD and the sign2sing team have certainly made it very easy for us with some valuable supporting teaching resources.'

Schools are still sending in their paperwork so we

don't yet know the final number of participants in this year's event, but we believe it's around 100,000. We're now planning to beat our own record with sign2sing 2012, and over 150 schools have already signed up to join in. This year's event had only 20 schools registered that were either schools for the deaf or schools with hearing-impaired units. We want this event to be as inclusive as possible and so we would really like to see more deaf children taking part. We will be actively contacting schools in this category to invite them to join in.

SignHealth ([www.signhealth.org.uk](http://www.signhealth.org.uk)) is the national healthcare charity for deaf people, focusing on the physical and mental health and well-being of all deaf people. The range of work carried out by the charity includes supported housing provision, outreach services, BSL, therapy and advocacy services as well as campaigning and lobbying for better access to healthcare and improved communication with healthcare professionals.

The sign2sing website is the place to go for all the details – [www.sign2sing.org.uk/](http://www.sign2sing.org.uk/)

Rowena Dean is Head of Marketing and

**BRITISH-SIGN.co.uk**  
*British Sign Language Resources*

**Online course in British Sign Language.**

- **Beginners**
- **Level 1 Revision**
- **Staff Training**

Learn BSL in your own time at  
**[www.british-sign.co.uk](http://www.british-sign.co.uk)**

**ONLY £15**



# Calling all film buffs

Preparations are under way for the next National Schools Film Week, and Nick Walker is keen to involve as many children with sensory disabilities as possible, as well as encouraging entries for the Young Film Critic of the Year

National Schools Film Week, organised by Film Education, is the largest Festival for schools in the world, catering for all UK schools wishing to take their students to the cinema.



The Festival's goal is to support classroom teaching by providing schools with a powerful experience for their students that links directly to elements of the curriculum – supported by an online library of resources related to individual films and more generic topics – essentially an extension of the classroom.

The dates for this year's Festival are 13–21 October (Scotland 27 October – 4 November) but our engagement with schools begins much earlier. The process of determining the programme starts early in the year, with a team of researchers talking to teachers about their choices of films in their favoured local cinemas. This ensures that, as much as possible, we are able to guarantee teachers a film (or films) to tie in to their teaching and to give their students a positive and eclectic experience. Finally, there is an ever-increasing desire to encourage students to explore new worlds by seeing films they wouldn't ordinarily choose.

Primary teachers can choose from major Hollywood films, such as *Despicable Me*, *Legend of the Guardians*, *The Owls of Ga'Hoole*, *Megamind*, *Tangled*, *Arthur and the Great Adventure*, *Alpha and Omega* or *Winnie the Pooh*, which are good for studying literacy. They may also enjoy more independent titles, such as *Astro Boy*, *Kirikou and the Sorceress*, *Ponyo*, *Whale Rider*, *Eleanor's Secret* or *Bag of Rice*.

Secondary teachers of English or media studies may prefer mainstream popular film titles, such as *127 Hours*, *Social Network*, *Made in Dagenham*, *Inception* or *The King's Speech*. More and more teachers are also favouring independent titles, such as *Africa United*, *Precious: Based on the Novel Push by Sapphire*, *Route Irish*, *Another Year*, *The Kids Are All Right* or *Fish Tank*, all dealing with hard-hitting issues. There is also an increasing desire for foreign language films too, with such films as *Pan's Labyrinth*, *Beautiful*, *The Class* or *Micmacs* being selected more frequently as teachers look to give their students windows into new worlds and modes of storytelling.

As Film Education has been producing award-winning resources for over 20 years, the experience of meeting teachers' needs is well established. The Festival aims to reach all school children regardless of economic, cultural or social background. It operates on a grand scale with a degree of sophistication unknown in any other country – 2,800 screenings at 570 cinemas.

Last year 473,000 students attended screenings UK-wide, with a proportion of these screenings being suitable for students with a sensory impairment. Via subtitled and audio-described screenings, students were able to experience cinema trips during the Festival, with some 1,200 students with a sensory impairment attending Film Week; also some 55,000 students were exposed to the subtitling and audio description facilities, therefore raising the awareness of these facilities among schools.

Derek Brandon from Your Local Cinema.com says, 'Each year in the UK around 800 children are born with significant hearing loss, and every day another 100 people start to lose their sight. Thanks to the inclusion of hundreds of subtitled and audio-described shows, National Schools Film Week 2011 will enable hundreds of children with hearing or sight loss to enjoy the cinema experience with their classmates. For some it will be their first enjoyable cinema experience with their peers – the first time they are able to share the enjoyment of discussing the film afterwards. For all it will be an exciting, welcoming and accessible day out with their friends.'

Teachers can get involved and 'Have their Say' now, and then when the programme is finalised book their free tickets online from early September at [www.nsfw.org/](http://www.nsfw.org/)

## Young Film Critic of the Year 2011/1



Film Education's Young Film Critic Competition is open to any student aged 7–19 years in the UK. It offers students and teachers an opportunity to engage with the world of film criticism, providing a forum for active viewing with an emphasis on the cinema experience. The competition aims to develop students' critical responses to the films they view, encouraging them to evolve their understanding of cinema and to make more informed choices about their own cinema-going. The competition thus benefits both the film industry and schools by connecting the experience of visiting the cinema with a critical approach to film.

The aim of the competition is to empower students to become their own critics of film, while also providing teachers with a powerful and engaging activity that can be used in several different ways. Reading and writing film reviews is relevant to literacy units for persuasion, journalistic writing and film narrative. Review writing is also a valuable activity for practising film language as well as developing the ability to write for different purposes and audiences.

Film Education has produced a range of teaching materials to accompany the competition, which look at the value of film critics, the purpose of reviews and how to write an effective review.

Ian Wall, Film Education's Education Director, suggests, 'Writing a film review is a wonderful way of getting young people to consolidate their thoughts about a film. However, the process needs lots of support.'

If the students are given guidance there is a golden opportunity to get classes writing powerfully about an art form people tend to embrace wholeheartedly in their private lives as well as in schools, as more emphasis has been given to visual literacy over the last few years. The important factor in all this seems to be the power of cinema to make people feel passionately about any given subject. This means that students can really engage in the process of writing more excitedly about a film that has moved them in some way.

It can be advisable to have a discussion with students about what they think is the purpose of a film review and who it is aimed at, before getting them to start writing.

### How to enter

Students are challenged to write an original film review of 200–250 words in length of any film that they have seen at a Film Education event or independently at the cinema released in the past year. Teachers can submit their classes' entries online: reviews are then assessed in three age categories (7–11, 11–14 and 15–19). Reviews are welcomed from sensory impaired students and we accept reviews in audio, Braille or video format. Films must have been viewed in a cinema.

Experience suggests that teachers providing students with a platform for discussion as well as writing to capture their views works well. This is often done after a film screening in the cinema, as part of National Schools Film Week. It is hoped that teachers and students feel engaged in the Festival and realise that attending a National Schools Film Week screening is far more than a nice trip to the cinema, but rather an opportunity to contextualise the films via online resources and the Young Film Critic Competition.

### Notes for students on writing a review

- Be adventurous – write about a film you enjoyed but perhaps also a film that made you think and wasn't an easy watch.
- Get the reader excited – make your first paragraph exciting.
- Tell us why you liked or disliked the film.
- Let us know who you think would like the film – which age groups for example.
- Tell us something of the story but don't give away all of the plot or the ending!
- Describe the film's mood and capture the cinema experience.

For an entry form, top tips, teaching materials and terms and conditions visit [www.youngfilmcritic.org/](http://www.youngfilmcritic.org/). The closing date for all entries is 16 December 2011.

The icing on the cake perhaps for the nominees in each category is a prestigious awards ceremony, held at BAFTA in London in March 2012. Various filmmakers, film industry representatives and other guests are invited to celebrate the competition. The four nominees in each age category are invited to attend with their families to find out who the winners will be!

*Nick Walker is the Director of National Schools Film Week.*



# Moving from the comfort zone

Alistair McNaught highlights the issues of e-safety for older deaf learners

Since safeguarding became a limiting grade with Ofsted, organisations have become aware of the need to provide clear e-safety policies and communicate them to their students. The JISC TechDis service is currently working with the Association of National Specialist Colleges to explore specific e-safety guidance for students with disabilities. As part of this guidance we have been looking at what is currently available and our conclusions so far seem to indicate that:

- most e-safety guidance seems focused on a relatively narrow area of privacy – not giving away your password, not giving away personal details to strangers
- the Child Exploitation and Online Protection Centre has produced some excellent guidance aimed at younger children
- most organisations have an e-safety policy, and many of these appear to be aimed at parents and inspectors.

These are three positive points but closer inspection reveals some gaps and inconsistencies. The focus on e-safety guidance relating to 'stranger danger' is important but there are new and specifically different issues for 16–18 year olds. These include:

- managing an online presence which can be easily searched by a prospective employer
- recognising appropriate and inappropriate activity in different contexts, for example classroom, home, residential setting and work placement
- being aware of e-safety issues relating to online finance and credit card transactions.

There is a growing suspicion that learners with different disabilities have different e-safety vulnerabilities. For example, some 'scammers' specifically target disabled people in social networks. If they pretend to have a similar disability it is easy to encourage people to sign up to a disability-specific online community. The sign-up process can involve being asked for all sorts of personal details which students would not dream of giving to a stranger but because it is claiming to be a group of peers with similar experiences it is easy for them to let their guard down.

It is possible that the struggles that some deaf learners have with abstract concepts make them more vulnerable to phishing attacks and lucrative

offers from 'overseas banks' asking if they can deposit so-called oil revenues in the young person's account. In terms of unscrupulous online traders, standard e-safety advice encourages people to look for a landline telephone number for an indication as to whether the company is trustworthy or not. But scammers setting out to exploit deaf people can easily put a false landline number on their materials in the knowledge that the recipients are unlikely to try ringing it. This gives it a veneer of respectability at very low risk. There are also issues of appropriate online communication and several Teachers of the Deaf have commented on the degree of online bullying they have come across with their learners.

So it is possible that deaf students have slightly different vulnerabilities from non-deaf students. This is where communication becomes important. Although there are a few deaf-focused e-safety resources on the internet, they are aimed at a younger age range and tend to cover a narrow field. These resources are less appropriate for older learners. When we look at the e-safety policies that colleges have it is clear that the communication problem is worsened by the high language level used. A sample of college and university e-safety policies revealed a reading level that was consistently higher than that used in the quality broadsheets. When you consider the difficulties a deaf student would have reading those policies in what is effectively, for some, a second language, the scale of the problem becomes apparent.

JISC TechDis is attempting to tackle some of these problems by working collaboratively with the Royal Exeter Academy for Deaf Education and other organisations to create deaf-friendly e-safety advice. The guidance will use the University of Nottingham's free software, *Xerte Online Toolkits*, which enables people with limited technical skill to create very visual and interactive learning resources. The software also allows such resources to be easily shared and adapted. If anybody is interested in seeing the resources or helping to develop them further please contact [alistair@techdis.ac.uk](mailto:alistair@techdis.ac.uk) or [lisa@techdis.ac.uk](mailto:lisa@techdis.ac.uk) and we will be pleased to work with you. You can also discover more about free tools and resources for supporting deaf learners at [www.jisctechdis.ac.uk/](http://www.jisctechdis.ac.uk/)

*Alistair McNaught is the Senior Adviser for Further Education at JISC TechDis.*



# Issues from Scotland

At a conference in February, BATOD Scotland considered some of the new initiatives in deaf education. Ann Underwood and Elaine Harris report

**D**elegates from the highlands and lowlands of Scotland met at a historic listed mill – the Ramada Jarvis in Perth – at the end of the February half term. The evaluation forms included phrases such as ‘inspiring’, ‘enormous benefit’, ‘have better understanding’ and everyone thoroughly enjoyed the day.

The main speaker was Diana Burman whose doctoral thesis on the use of morphology to improve deaf children’s spelling and writing won her the Michael Young Award, a reward for researchers whose work makes a difference to the lives of those beyond academia. Although Diana is currently working at the Department of Education at the University of Oxford on an NDCS-funded research project aiming at improving deaf children’s literacy, numeracy and working memory skills, she will soon become Assistant Headteacher and Head of the Primary Department at Heathlands School for the Deaf in St Albans.

Some of the literacy research that Diana has carried out was with the East Ayrshire service and it felt that the assessments had proved useful in planning a literacy programme with the young deaf pupils that it is working with, so much so that BATOD Scotland was asked to invite Diana to share her work. Delegates felt that the information provides teachers with practical resources and downloadable assessment tools, which they were eager to use in their own settings – [www.education.ox.ac.uk/ndcs/ndcs\\_assessments.php/](http://www.education.ox.ac.uk/ndcs/ndcs_assessments.php/)

Workshops were presented by Rachel O’Neill, whose wisdom and expertise on language modification and access both to the curriculum and to examinations always command a full audience. Rachel is working as part of the BATOD team to develop a language modification training course that will be accredited. Complementing Rachel’s session, Audrey Cameron and Gary Quinn reported on the progress in building a signing vocabulary for specific exam subjects to help signing deaf candidates, and Alan McQueen (NDCS) opened his Technology Box to show those present what he has available for families.

A pressing issue had come to the fore in the week leading up to the conference – the imminent closure of the Scottish Sensory Centre (SSC) in June this year as part of the government cuts. This is a massive blow to deaf education as well as to the other sensory organisations as the SSC is relied on heavily each year for an up-to-date specialist library provision and for its programme of continuing professional development events. A lettering campaign has begun

to get MSPs attention on this issue and an action group, working together with the NDCS, has been established, with two committee members joining Jan Savage to condemn this closure and try to get a reversal of the decision. BATOD Scotland committee is drafting a letter to the Scottish Government to make its position clear.

BATOD President Gary Anderson covered a great deal of ground when he explained how BATOD NEC has been working on behalf of the membership. He assured delegates that national BATOD was indeed ‘on the case’ alongside BATOD Scotland and the NDCS to try and retrieve the SSC funding.



It was a proud moment for Alison Robb (pictured above) when Gary presented her with the Eichholz Prize, given to outstanding students on any of the ToD training courses in the UK. Alison has been training at Moray House and Rachel O’Neill nominated her to receive the award this year. Alison works in the Aberdeenshire Peripatetic Service, where a previous recipient of the Eichholz Prize also works.

The sun shone brightly on Perth and the delegates left the conference in good spirits, ready to face the challenges of the current educational situation.

*Ann Underwood is the BATOD manager for publications and the website and was President of BATOD 2008–10. Elaine Harris is the BATOD Scotland representative to NEC.*

## Footnote

Following representation from NDCS and both BATOD Scotland and national BATOD, funding for the Scottish Sensory Centre was reinstated for one year. It demonstrates how important it is to make joint representation – as Gary’s strapline says, ‘Stronger together’.



# Communicating... with BATOD members

How do Teachers of the Deaf scattered across the UK find out what is happening that may affect their actual teaching, what is being done on their behalf and how they can have their say? Ann Underwood has the answers

**B**ATOD has several levels of communication. With Linda Watson editing the refereed *Journal Deafness and Education International*, published by Maney, current research in the UK and beyond is published four times a year. So the academic side is covered. For BATOD members who are registered on the website it is possible to link directly with Ingentaconnect via the Publications folder and download papers published in Journals as far back as 1999. This is free to BATOD members and is useful to ToDs in training who are members, although the link is only visible if you are registered and logged in.



## Dynamic space

The website is a live space and there is new information (or updated pages) uploaded frequently. If when you first visit the website you go to the home page, you will notice 'new' markers on folders that contain changed or new files. If you follow the trail you will get to the new item. When you close down the website the 'cookie' thinks you have checked all the 'new' items and so the markers will not appear next time you visit. All is not lost though, as we have a 'What's new?' page that shows changes made during the previous weeks. Each entry is a direct link to that item.

## Members only

While some of our information is freely available to any visitor to the site, we do have an area to hold the

You are reading this Magazine – which you receive five times annually. Paul Simpson (with his Editor's hat on) welcomes comments about the format and content of the Magazine and he is always delighted to receive articles from practising teachers about their work, initiatives and projects. Reports of meetings attended, book reviews and regular features, such as the ICT news page, provide information pertinent to members about our specialist area of the teaching profession. As soon as the Magazine goes to press then the index for that issue is created and uploaded to the website – see Publications >> Magazine >> Index.

Although not every file has a set of keywords (volunteers to help us do this would be welcomed – instructions are provided!), many do have and so by using the search facility on the orange menu bar to the left of every page you can track down articles. The website throws up a list of all the links for you to follow up.

The challenge with paper publications is the 'date stamp', as items could be almost two months old before members have them in their hands. While some of you read the Magazine almost as soon as you receive it, a proportion put it on one side to read later after a quick flip through, so turnaround times for responses via the Magazine can be slow. BATOD has had a website for many years now and this is a way of reaching you immediately.



### On your first visit you need:

1. your BATOD membership number (it is on the label on the Magazine mailing)
2. the post code your magazine comes to
3. an email address that you will need to quote when you log in each time.

Click REGISTER and follow the instructions.

The site will send you a password that you will need next time you log on (you can change it then!)

### On your next and subsequent visits you need:

1. the email address
2. your password.

Click LOGON - you are able to access the members' information and 'hidden' files for members only.

information which we consider should be just for members. This is in the secure members' area. You will find members-only files appear in the regular website folders – but labelled as INFORMATION VISIBLE TO BATOD MEMBERS ONLY. Work is ongoing to produce a page that will list all the members-only documents with a link. When it is completed it will appear in the members-only area of the website.

---

## The BATOD website is really a huge filing cabinet, with documents on many subjects

---

Specifically there is a 'Noticeboard', which the Executive Officer manages. It is a table with some of the latest information and links. This is where you will also be asked to respond and make comments that will guide the 'official BATOD response'. You are free to make your own personal or service response but it helps formulate an across-the-board approach to official responses – or we can use anecdotal examples to illustrate the points that we make.

Some of the leaflets and publications that BATOD has produced and that are normally charged for are available in this area as free pdf downloads. This comes into its own with the Audiology Refreshers, as you can obtain the whole document in a single download rather than laboriously getting each page. The Language of Examinations is also available electronically in this area, as well as some of the guidance leaflets that are not on public release.

We do not have an interactive area of the website as we do not have the resources to monitor traffic, although there are some forms that can be completed online (for example, examination modification comments) and BATOD does 'own' the ToD list. It is simple to join – use the link from the Association folder on the website and choose 'ToD email forum', complete the form and then you will become a member of the list. This is an email forum where you can ask any question or share information. The email is moderated and then sent to everyone on the list. If you have an answer simply hit reply and type... but remember that personal comments sent in this way are common property as the reply goes to everyone. There have been some fascinating threads, which are sometimes referred to in the Magazine. If you visit <http://lists.becta.org.uk/pipermail/tod> there is currently a ToD Archive where you can track these threads.

The BATOD website is really a huge filing cabinet, with documents on many subjects. Each folder has its own home page where you can access the various items. We could change this if we knew how our members use the website and what they use it for. Not another questionnaire! We need to know how often you use the website and why; would you prefer a different layout or more information about specific topics – and should everything be 'members only' or on open access? Please email [website@BATOD.org.uk](mailto:website@BATOD.org.uk) and let us know your thoughts

*Ann Underwood is the BATOD manager for publications and the website and was President of BATOD 2008–10.*

---

## ICToD news

Kathy Owston throws the spotlight on the latest meeting for implant centre ToDs

**O**n 1 February 2011 St Thomas' Hospital Cochlear Implant team hosted the bi-annual implant centre ToD (ICToD) meeting. There was a good turn out, with 23 attendees from 13 different cochlear implant centres from around the UK. During the day we reviewed the ICToD guidelines, which we will circulate later in the year.

All of the centres are now under way with their sequential bilateral implant programmes. We all had similar experiences to share. There is research to suggest that the 7–14 year age group find the most difficulties in adjusting to a sequential implant. The under sevens can adapt quite easily and the over 14–15 year olds are more prepared to work at it, having given consideration to what it would entail


beforehand. The length of gap between the first and second implants adds to difficulties, as the gap increases.

An ICToD Forum has been set up on the internet, and members were encouraged to sign up.

St Thomas' Hospital led a presentation entitled 'A Musical Journey through the Rainforest', a musical resource especially designed for children with implants, produced by Advanced Bionics. This has been rolled out to schools and units in a series of workshops. The next meeting will be in Southampton in July.

*Kathy Owston is Principal Teacher of the Deaf with St Thomas' Hospital CI Team.*





Classroom  
amplification  
made easy

Dynamic SoundField

## A new era in classroom amplification

Dynamic SoundField by Phonak offers all the benefits of classroom amplification, such as improved student attention and better teacher vocal health, without any of its traditional problems. Its cutting-edge sound performance ensures there are no distracting echoes or feedback, while its three transmission modes guarantee every student can hear, whether they have normal or impaired hearing. Best of all, Dynamic SoundField is seriously simple to use; its single loudspeaker removes installation headaches and its automated settings simplify the teacher's job. Just plug it in and teach!

[www.PhonakPro.co.uk](http://www.PhonakPro.co.uk)  
[www.DynamicSoundField.com](http://www.DynamicSoundField.com)

PHONAK life is on

# What went on at NEC on 20 March 2011

The latest NEC gathering took place at the BATOD Conference and Karen Taylor provides a brief summary of events

**G**ary thanked Ann Underwood and Mary Fortune for all their hard work to make the Conference a success. Feedback was very positive and topics for the next Conference were discussed. The event went very smoothly due to a team effort from everyone.

Possible topics for next time included language modification, the future of services and the role of the Teacher of the Deaf, mental health and deafness, outcomes for children and young people and outcomes and implications of the Green Paper. A joint conference with VIEW and NatSIP was suggested.

The majority of the morning was spent discussing the SEN and Disability Green Paper in preparation for feedback by the end of June. All services should be engaging with this and feeding back. The changes proposed are very significant – the most significant since Warnock!

## Representing BATOD

BATOD was represented at a range of meetings, including Ofqual, NatSIP and the DfE phonics meetings. There have been three meetings regarding the DfE phonics test and the DfE has taken almost all comments from our members on board.

## Feedback from the regions

The **Eastern Region** is holding a conference on bilateral implantation on 6 May. **BATOD Wales** will be holding a conference every other year. The **Northern Region** is planning its regional conference in October, again after a very successful event last year, attended by the President. There is a very strong committee, which puts in a lot of hard work that is much appreciated. **Northern Ireland** had a useful meeting with Sue Lewis on added value; the President will attend the next meeting.

A successful conference was held in **Scotland**, which brought in a new committee member and was also attended by the President. The Scottish Region was proactive in supporting the Scottish Sensory Centre, which has now secured funding for the following year. There was concern that CPD money had been withdrawn in many areas in Scotland and this may affect future conference attendance.

There was an interesting discussion around training, which is restricted in many areas. Regions will need to think innovatively about training in the future.

**Implant Centre ToD meeting** – all areas were represented except Northern Ireland. The guidelines were discussed and amended and these will go out in the BATOD Magazine in the future. The next meeting will be in Southampton in July.

**Maney** (publisher of the Journal) is asking for articles for the Journal and has suggested that we have a themed Journal. This will be discussed at the next Steering Group meeting in May. Maney provided bags for the Annual Conference this year!

*Karen Taylor is President Elect of BATOD.*

Cued Speech



**gives your deaf pupil:**

- full communication in English at home and at school
- age appropriate literacy

**It can be used:**

- from babyhood
- bilingually with BSL
- to supplement the use of hearing aids or cochlear implants



Cued Speech uses eight hand shapes in four positions near the mouth to clarify the lip patterns of normal speech

Contact us for information and training and to book for our popular Devon Summer Cue Camp for families and professionals.

Cued Speech Association UK  
 Tel 01803 832784 Fax 01803 835311  
 Email [info@cuedspeech.co.uk](mailto:info@cuedspeech.co.uk)  
 web [www.cuedspeech.co.uk](http://www.cuedspeech.co.uk) [www.learn2ocue.co.uk](http://www.learn2ocue.co.uk)  
Charity registered in England and Wales No 279523



# ICT news

Donating to charities can be a lot easier if you use some of the online options now available, as Sharon Pointeer reveals

As I am writing this, Comic Relief is playing on the television, the news is full of the devastation in Japan due to the earthquake and tsunami, and Hearing Dogs for Deaf People has just sent me details of its latest appeal. Which one should I support? Which is the most deserving? How much can I actually afford? We are constantly urged to give money to charity, but are you aware that there are a number of online ways to support your favourite charities without having to keep dipping into your purse?

If you use eBay you can shop for items marked with the eBay for Charity ribbon. This blue and yellow ribbon will appear in the search results and in the listing title. The listing will tell you the name of the benefiting charity and the percentage of the final sale price that will be donated. This can be anything from 10% to 100%, with a minimum of £1 per listing. As a buyer you pay nothing extra – the seller makes the donation from the proceeds of their sale. There are a few ways you can make sure that you support a charity when ‘eBaying’, for example by looking out for eBay for Charity listings when you search eBay.co.uk or by visiting the eBay for Charity homepage to view all the items being sold for charity.

As a seller you can make the decision when you are listing your item that you will donate a percentage to your chosen charity. Once your item sells, the buyer pays as normal, then MissionFish, that administers the charity system, will collect the donation and pass it on to the charity or you can do this yourself in your eBay account. You can even tick a Gift Aid box when you are creating your listing so that if you are a tax payer, for every pound you give, the charity will receive an extra 28p from the Government. There are thousands of charities registered with the programme and if your favourite charity is not in the directory you can recommend that it joins. All participating charities are fully vetted, so you can be sure that your money is going to a good cause. The seller is rewarded for supporting a charity if their item sells, with a refund of part of their seller fees. For example, if you sell an item and donate 25% of the proceeds to charity you will have 25% of your seller fees refunded.

Many school parent-teacher associations have charitable status so eBay for Charity can help raise funds. There are well over 20 million eBay users in the UK, and 250 million worldwide, so there is a huge potential for fundraising. Parents, staff, governors and friends of the school can be

persuaded to donate when they sell their own items on eBay, or, as a charity, you can sell things yourself. You need to register with MissionFish and PayPal, provide proof that you are a charity and write a suitable mission statement. Once that has been done you just need to get the message out to everyone that they can support you in this way.

In addition to charity buying and selling, you can make a donation to a charity when you pay for an item through eBay Checkout. You can also make a direct donation through PayPal to any charity registered with eBay. To do this you need to visit the charity’s page on eBay and click on the Donate Now tab – <http://pages.ebay.co.uk/ebayforcharity> and [www.missionfish.org.uk/](http://www.missionfish.org.uk/)

Another way of fundraising is to set up a free online webshop with buy.at. The webshop has links to retailers such as Amazon, eBay, HMV, Thorntons, Marks & Spencer, Pay.com and many many more. All you have to do is encourage your supporters to shop online via your webshop and you’ll automatically earn money with every purchase. For example, BT will give you £32 for every new BT Total Broadband purchase made via your webshop. Currently there are over 150 retailers involved, many of which are household names.



There is no extra cost to your supporters – they will pay the same prices as shopping directly with the retailer and there are often discounts exclusive to the webshop. The

money you earn is a donation from the retailer’s profit on the item. Again, setting up is easy and once the word is out you can expect to start fundraising. While the commissions vary from retailer to retailer and can be fairly small, every little helps. You can download posters and other advertising material to help you promote your webshop and use your webshop home page to display news about your fundraising activities. You can access a breakdown of how many click throughs there have been and also see how much has been spent and how much commission this will give you. Take a look at my school’s webshop to see the retailers and offers available and to get an idea of how buy.at works.



You can then click on the 'Get your own shop' at the bottom of the page to get set up yourself – <http://buy.at/knightsfield/>

There are, of course, a number of sites where charities or individuals can register to receive direct donations. I recently sponsored a friend who was climbing Kilimanjaro by donating through the JustGiving site. The site also allows you to donate directly to any one of the 8,000 charities and projects listed – [www.justgiving.com/](http://www.justgiving.com/)

The Big Give features over 7,000 charities working all over the world. Of particular interest is the Big Give Philanthropy in Schools programme, which aims to inspire the next generation of philanthropists. The programme engages students in philanthropy and promotes the benefits of intelligent charitable giving. Designed to be run during lesson time or as an after-school activity, the scheme encourages thorough research into organisations and allows children to learn about the valuable work of a range of charities. It provides the opportunity to practise different writing styles and prepare persuasive oral presentations. The Big Give offers a core programme, including a micro-site and sample assignments for pupils, and will work with you to add the optional components that fit with your school's requirements. There are also opportunities for volunteers to give a couple of hours of their time to visit schools and speak to students about the benefits of giving to charity, and they are particularly keen to recruit retired teachers into this role – [www.thebiggive.org.uk/](http://www.thebiggive.org.uk/)

If you would like to contribute anything to these pages, please contact Sharon Pointeer at [ICTNewspage@BATOD.org.uk](mailto:ICTNewspage@BATOD.org.uk).

**Press releases**

Museum of Packaging – teachers are invited to book special 'exclusive to schools' slots at the museum so that their pupils can enjoy the world's only brand heritage venue undisturbed by anyone else. Since the pupils will have the Museum of Brands all to themselves, they can get on with the serious job of designing their own packaging using the 12,000 items displayed decade by decade to inspire them. The tour of the Museum, which is in Notting Hill in London, is supplemented with the chance to handle some of the items from the archives, and each teacher is provided with a persuasive writing pack including copies of original vintage posters to continue their inspirational journey back at school – [www.museumofbrands.com/](http://www.museumofbrands.com/)

Story Time For Me has released a library of free interactive multimedia storybooks for homes, schools, day care centres and libraries. The stories are designed to encourage young children to read entertaining, animated stories with socially relevant themes such as anti-bullying, sharing, being responsible for the environment, and helping your neighbour. All books published by Story Time For Me teach good morals and values, with socially relevant themes. The books can be viewed online or downloadable pdfs can be printed out. The characters are very cute and the computer will read the story aloud while highlighting the words. However, this is an American site so although I did not spot any in the stories I looked at, there may be some American spellings – [www.StoryTimeForMe.com/](http://www.StoryTimeForMe.com/)

**Moved? Married? Missing magazine?**

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

<i>Name</i>	<i>changed to:</i>
<i>Address</i>	<i>changed to:</i>
<i>post code</i>	<i>post code:</i>
<i>membership number</i>	<i>email:</i>
<i>telephone</i>	

*Please send this information to BATOD Membership Secretary  
112 Deas Avenue, Dingwall, Ross-shire IV15 9RJ*

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

# Reviews



**Title** Cochlear Implants for Deaf Babies and Toddlers – A Sound Start  
**Author** The Ear Foundation  
**Publication** 2006  
**Price** £8  
**Reviewer** Lawrie McGill, Teacher for HI, Sensory Services, Dumfries and Galloway

support parents in feeling that they can aid their child’s development of listening skills and of speech and language by using their natural parenting approaches and that they do not have to sit back and wait for therapy to be put in place by professionals.



The booklet is aimed at parents and carers of babies and children under two. It is set out in sections:

- Practical advice about looking after and wearing the processor.
- Some of the changes expected in the child’s responses to sound in the early stages of learning to listen.
- How children learn to listen and talk and strategies to help in everyday routines.
- Suggestions about activities to help at different stages.

I have not yet used the resource as I currently have no pupils who fit into the category it is designed for. However, I would be confident in using it in the future. Teachers will be able to refer to it as the process moves along and it helps to remind the parent/carer of what is to be expected in terms of getting the child to accept the processor and what to look for in the first 12 months. The ‘First steps from hearing to talking’ is particularly clear and would be very useful in reinforcing the steps to be taken and the need for time and persistence.

The resource is set out in an accessible way with sections clearly outlined. There are examples of the experiences of other parents, and drawings and photographs to support the practical information. It is aimed at a very specific group. Its value to parents is that it looks attractive and accessible and is well set out. Cartoon illustrations are well used to show examples of fun activities with natural interaction. This should

As an additional supportive tool for professionals it would be useful to have this material in a ringbinder so that relevant sections could be given to parents at particular times. This would ensure that the resource was used over a period rather than being issued and filed away.

## 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: David Couch, Paul Simpson, Alison Weaver

Date	External participants	Purpose of meeting	Venue
<b>March</b>			
9	FLSE, NAHT, nasen, SSAT	Green Paper summit	Westminster, London
14	AAQAG	Regular meeting about examinations and qualifications	Cardiff
17–18	Leonardo project	Eighth partnership meeting	Leuven, Belgium
23	FLSE	SEND Conference	The Bridge School, Islington
29	Oxford Brookes University	Course consultative committee	Newbury
<b>April</b>			
1	FEAPDA	Regular committee meeting	Sint Michielsgestel, Netherlands
6	NatSIP	Reference Group meeting	Sense, London
19	HAB UK	Regular meeting	London
27	Ofqual	Access Consultation Forum	Coventry
<b>May</b>			
5	CRIDE	Survey review	Frank Barnes School, Camden
9	DESF	Regular meeting	RNID, London

# This and that...

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

## Library services

If anyone is trying to track down old articles from the Magazine or Journal – or indeed current ones – the RNID Library is an excellent resource.

The UCL Ear Institute and RNID Libraries are a collaborative venture between UCL, RNID and the NHS. The libraries are based at the Royal National Throat Nose and Ear (RNTNE) Hospital and together constitute the largest specialist collection for audiology, deaf studies and ear, nose and throat or otorhinolaryngologic medicine in Europe. As well as providing services to staff and students at UCL, RNID, and the Royal Free Hampstead NHS Trust, the libraries are open to the public and provide reference and enquiry services to anybody conducting research connected with ear, nose and throat medicine, hearing or deafness.

For more information contact: UCL Ear Institute and RNID Libraries, at the RNTNE Hospital, 330–336 Grays Inn Road, London WC1X 8EE Tel/minicom: 020 7915 1553. Email: [midlib@ucl.ac.uk](mailto:midlib@ucl.ac.uk).

## Improving GCSE figures

New government figures show a dramatic increase in the number of deaf children achieving the Government's GCSEs benchmark. NDCS has strongly welcomed these figures but warns that these gains are being placed at risk by cuts to specialist support services for deaf children.

Provisional figures show that in 2010, 36% of deaf children achieved five GCSEs (including English and maths), up from 29% in 2009. While the figures for deaf children are still far behind those for other children, deaf children are making faster progress and the attainment gap is closing. In 2009, deaf children were 42% less likely to do as well as all children in their GCSEs. This has now fallen to 35%.

## Correction and clarification

Nicholas Orpin, the author of the article 'Making visual sense of language', on pages 18 and 19 of the March 2010 Magazine inadvertently referred to 'bilabials' in this sentence: 'developed a handshape (cue) that would accurately distinguish bilabials'. He intended to say 'developed a handshape (cue) that would accurately distinguish those consonants which are identical on the lips'.

Also, we would like to make it clear that the subject of the introductory sentence of that article which was: 'Learning to use Cued Speech with confidence and efficiency can open doors to literacy for deaf children, according to Nicholas Orpin' is Teachers of the Deaf not deaf children.

## Innovative theatre using BSL



Face Front, a ground-breaking theatre company of disabled and non-disabled artists, has recently finished a show featuring deaf actor David Sands called *Laundry Boy*, a heart-warming, often hilarious story of a boy with learning disabilities taking his first steps into manhood.

The company's approach stimulates audiences on different sensory levels, combining the visual (physical theatre, movement, film) and the aural (song, sound-scaping, poetry, music) using British Sign Language and audio-description as an integral part of the performance, therefore offering audiences different routes of access to the show. As well as BSL, Face Front also uses other visual methods to enrich the theatrical experience and provide access for deaf people. Deaf choreographer Chisato Minamimura can create movement sequences for all characters that communicate without any language. For details of other performances by Face Front, visit [www.facefront.org/](http://www.facefront.org/)

## Apology

With regard to the article 'Shaping a sentence' on pages 8 and 9 of the March Magazine we would like to apologise for the confusion caused by the transposing of the past and present tense examples in the boxes and text. A correct pdf version of this article is available from Mary McAleer at [mmcaleer@bostonspa.org.uk](mailto:mmcaleer@bostonspa.org.uk).



## Abbreviations and acronyms used in this Magazine

A-level	Advanced Level	MSP	Member of the Scottish Parliament
AAQAG	Access to Assessment and Qualifications Advisory Group	NAHT	National Association of Head Teachers
ACSW	Association of Communication Support Workers	nasen	The national association for special educational needs
Afasic	Charity for children with speech and language difficulties	NASS	National Association of Independent Schools and Non-maintained Special Schools
AGM	Annual General Meeting	NATED	National Association for Tertiary Education for Deaf People
AHDC	Aiming High for Disabled Children	NatSIP	National Sensory Impairment Partnership
AQA	Awarding body	Natspec	Association of National Specialist Colleges
ASDAN	Award Scheme Development and Accreditation Network	NDCAMHS	National Deaf Child and Adolescent Mental Health Service
AtW	Access to Work	NDCS	National Deaf Children's Society
AVUK	Auditory Verbal UK	NEC	National Executive Council
BAFTA	British Academy of Film and Television Arts	NHS	National Health Service
BATOD	British Association of Teachers of the Deaf	NHSP	Newborn Hearing Screening Programme
BBC	British Broadcasting Corporation	NICE	National Institute for Health and Clinical Excellence
BKB	Bamford Kowal Bench (speech tests of hearing)	NSPCC	National Society for the Prevention of Cruelty to Children
BSA	British Society of Audiology	OBE	Order of the British Empire
BSL	British Sign Language	OCR	Oxford Cambridge and RSA examination board
BT	British Telecom	Ofqual	Office of the Qualifications and Examinations Regulator
CAMHS	Child and Adolescent Mental Health Service	Ofsted	Office for Standards in Education – inspectorate
CBE	Commander of the British Empire	ORL	Otorhinolaryngologic (medicine)
CD	Compact Disk	PhD	Doctor of Philosophy (degree)
ChIP	Children's Implant Profile	PTLLS	Preparing to Teach in the Lifelong Learning Sector
CI	Cochlear Implant	QPEC	Question Paper Evaluation Committee
CP	Cerebral Palsy	RCSLT	Royal College of Speech and Language Therapists
CPD	Continuing Professional Development	RNIB	Royal National Institute of Blind People
CRIDE	Consortium for Research in Deaf Education	RNID	Royal National Institute for Deaf People
CSW	Communication Support Worker	RNTNE	Royal National Throat Nose and Ear (Hospital)
CV	Curriculum Vitae	S1	Secondary 1 – Scottish schools system
DAART	Deaf Access to Alternative Relay Telecommunications	SaLT	Speech and Language Therapist
DfE	Department for Education	SEC	Special Educational Consortium
DTLLS	Diploma in Teaching in the Lifelong Learning Sector	SEN	Special Educational Needs
DVD	Digital Versatile Disk	SENCO	Special Educational Needs Co-ordinator
EBac	English Baccalaureate	SEND	Special Educational Needs and Disabilities
ERADE	Exeter Royal Academy for Deaf Education	Sense	National charity for people with deafblindness
EU	European Union	SI	Sensory Impairment
FCYF	Fair Children Youth Foundation	SQA	Scottish Qualification Authority
FEAPDA	Fédération Européenne d'Associations de Professeurs de Déficients Auditifs (European Federation of Associations of Teachers of the Deaf)	SSAT	Specialist Schools and Academies Trust
FLSE	Federation of Leaders in Special Education	SSC	Scottish Sensory Centre
FM	Frequency Modulation (radio)	SSE	Sign Supported English
GCE	General Certificate of Education	TA	Teaching Assistant
GCSE	General Certificate of Secondary Education	TDA	Training and Development Agency
GP	General Practitioner	TechDis	Works in the field of technology for disabled people
HA	Hearing Aid	TERA	Test of Early Reading Assessment
HAB UK	Hearing and Balance UK	THRASS	Teaching Handwriting, Reading and Spelling Skills
HI	Hearing Impaired	ToD	Teacher of the Deaf
HMV	High Street and internet retailer	TV	Television
I CAN	Children's communication charity	UCL	University College London
ICT	Information and Communications Technology	UK	United Kingdom
ICToD	Implant Centre Teacher of the Deaf	UKCoD	United Kingdom Council on Deafness
IEP	Individualised Education Programme	USA	United States of America
IPA	International Phonetic Alphabet	VIEW	Visual Impairment: Education and Welfare: professional association for teachers of visually impaired children
JISC	Joint Information Systems Committee	VRS	Video Relay Services
KS	Key Stage		
LSA	Learning Support Assistant		
LSCB	Local Safeguarding Children Board		
MET	Modifying English Texts		
MJWL	Manchester Junior Word Lists		
MP	Member of Parliament		

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

# 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 <b>Voting rights</b> 50% subscription for unwaged
Associate	Those other than qualified Teachers of the Deaf (includes teachers undertaking ToD training; S&LT, 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 2011

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
<b>Full members in employment</b>	<b>£ 70.00</b>	<b>£ 18.30</b>	<b>£ 75.00</b>
Associate members in employment	£ 70.00	£ 18.30	£ 75.00
<b>Full members taking a career break</b>	<b>£ 35.00</b>	<b>£ 9.15</b>	<b>£ 37.50</b>
Associate members – unwaged	£ 35.00	£ 9.15	£ 37.50
<b>Retired members</b>	<b>£ 35.00</b>	<b>£ 9.15</b>	<b>£ 37.50</b>
Special members	£ 26.00		£ 26.00

The BATOD Treasurer may be contacted via [treasurer@BATOD.org.uk](mailto:treasurer@BATOD.org.uk)

Introduce a ToD colleague and you will receive a £10.00 refund on your membership fee!  
Download the form from [www.BATOD.org.uk](http://www.BATOD.org.uk) >> The Association >> BATOD membership

## 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
May			
14	ACSW and NATED	Conference and AGM	New College, Durham DH1 5ES
16	Mary Hare Training Services	Supporting Deaf, Dyslexic Pupils	Mary Hare School, Newbury RG14 3BQ
16–17	Heriot-Watt University	Deaf Managers – Facing the Challenge	Heriot-Watt University, Edinburgh
23	Mary Hare Training Services	Supporting English for the Secondary Aged Deaf Child	Mary Hare School, Newbury RG14 3BQ
24	Burwood Park Foundation	Software supporting language and literacy	Crick House, Boarden Close, Moulton Park, Northampton NN3 6LF
30	Science Museum	SIGNtific – Free family event with deaf presenters (BSL & voiceover)	Science Museum, Exhibition Road, South Kensington, London SW7 2DD
<b>June</b>			
9	Mary Hare Training Services	Hearing Aid Programming: Hands On Workshop	Mary Hare School, Newbury RG14 3BQ
9–10	The Ear Foundation	Deaf Education: Changed by cochlear implantation?	National College, Nottingham
11	BATOD NEC	Association business	The Mint Hotel, Westminster, London
14–16	Mary Hare Training Services	BSA Certificate in Industrial Audiometry	Mary Hare School, Newbury RG14 3BQ
17	Mary Hare Training Services	Promoting Deaf Children's Access to Science	Mary Hare School, Newbury RG14 3BQ
22	Cued Speech Association UK	Introductory 1 day Workshop (RCSLT Quality Assured Course)	The Ear Foundation, Nottingham NG7 2FB
23	Mary Hare Training Services	Transitions for Deaf Children & Young People	Mary Hare School, Newbury RG14 3BQ
24	Auditory Verbal UK	Auditory Verbal UK Open Morning	AVUK, Bignell Park Barns, Chesterton OX26 1TD
27	Mary Hare Training Services	Developing Thinking Skills (KS2 and beyond)	Mary Hare School, Newbury RG14 3BQ
30	Mary Hare Training Services	Deaf Babies & Children in Early Years Settings	Mary Hare School, Newbury RG14 3BQ
<b>July</b>			
30–3 Aug	Cued Speech Association UK	Residential Summer School	Bicton College, East Budleigh, Devon. EX9 7BY
<b>September</b>			
9–10	BATOD Steering Group	Association business	The Mint Hotel, Birmingham
24	BATOD NEC	Association business	The Mint Hotel, Westminster, London
<b>October</b>			
7	Yorkshire Cochlear Implant service	Learning to listen: first steps for class teachers, teaching assistants and other support workers	The Listening for Life Centre, Bradford Royal Infirmary, Duckworth Lane, Bradford BD9 6RJ

The Calendar on the BATOD website is edited as soon as we know about meetings.

Additional information about courses and registration forms may also be linked to the calendar entries.



## Officers of Nations and Regions

### BATOD contacts and Magazine Distribution

#### Northern Ireland

Chairperson: Janice McKillop, 6 Kingsfort Lodge, Old Kilmore Road, Moira, Craigavon BT67 0QG

Secretary: Heather Lammey, 45 The Oaks, Newtownards, County Down BT23 8GZ

Treasurer: Antonette Burns, 39 Wynchurch Avenue, Rosetta, Belfast BT6 0JP

#### Scotland

Chairperson: Jean McAllister, 26 Willowdale Crescent, Glasgow G69 7NL

Secretary: Eleanor Hutchinson, Flat 1, Royal Exchange House, Newmarket Street, Falkirk FK1 1JY

Treasurer: Anne Pack, 63 High Beveridgewell, Dunfermline, Fife KY12 9ER

#### Wales

Chairperson: Revolving post (contact Sally Davies, 23 Turberville Place, Cardiff CF11 9NX)

Secretary: Lisa Whitney, Queen Elizabeth High School, Llansteffan Road, Johnstown, Carmarthen SA31 3NL

Treasurer: Rhian Gibbins, Rhianfa, 24c Forest Hill, Aberdulais, Neath SA10 8HD

#### East

Chairperson: Kathryn Cutmore, 29 Chapel Road, Tolleshunt D'Arcy, Maldon, Essex CM9 9TL

Secretary: Sara Brierton, 16 College Road, Impington, Cambridge CB24 9TD

Treasurer: Karen Taylor, CSSS, Woodside Road, Norwich NR7 9QL

#### Midland

Chairperson: Cate Latchford, Buxton House, The Row, All Stretton, Shropshire SY6 6JS

Secretary: Angie Wootten, 21 Lugtrout Lane, Solihull, West Midlands B91 2SB

Treasurer: Robert Miller, 13 Derby Close, Broughton Astley, Leicestershire LE9 6BE

#### North

Chairperson: Elaine Rayner, 25 Frosterley Drive, Great Lumley, Chester-le-Street, County Durham DH3 4SJ

Secretary: Trish Cope, 23 North Drive, High Legh, Knutsford, Cheshire WA16 6LX

Treasurer: Mary Fortune, 30 Alexandra Road, Stockton Heath, Warrington WA4 2UT

#### South

Chairperson: Seonaid Ryan, Overton Grange School, Stanley Road, Sutton SM2 6QT

Secretary: Joyce Sewell-Rutter, The Ewing Foundation, 40 Bernard Street, London WC1N 1LG

Treasurer: Post vacant

#### South West

Chairperson: Wanda Garner, 10 Ashleigh Road, Exmouth EX8 2JY

Joint Secretary: Hazel Sutherland, 8 Osney Crescent, Paignton, Devon TQ4 5EY;

Denise Tudor, Cliff Court, Cliff Road, Torquay TQ2 6RE

Treasurer: Beverley George, 8 Forder Heights, Plymouth PL6 5PZ

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

BATOD Executive Officer

Mr Paul Simpson

tel/fax 0845 6435181

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

...as should Association information and general queries.

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

Mr Arnold Underwood  
BATOD Publishing and

Advertising

41 The Orchard

Leven, Beverley

East Yorkshire

HU17 5QA

tel/fax 01964 544243

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

Full guidelines for submissions and abstracts of papers published in the Journal '**Deafness and Education International**' are to be found at [www.maney.co.uk/instructions\\_for\\_authors/dei](http://www.maney.co.uk/instructions_for_authors/dei)

Enquiries related to the Journal to:

Dr Linda Watson

email [l.m.watson@bham.ac.uk](mailto:l.m.watson@bham.ac.uk)

Manuscripts should be submitted online at

[www.editorialmanager.com/dei](http://www.editorialmanager.com/dei)

#### **DISCLAIMER**

*The Editors and the Association do not necessarily endorse items or the contents of advertisements published in the Magazine and cannot accept responsibility for any inaccuracies.*

**Please note that items from this Magazine may not be reproduced without the consent of BATOD and the source must be acknowledged.**

**Photocopying items may breach copyright.**

#### **BATOD Magazine distribution from:**

The Seashell Trust, Stanley Road, Cheadle Hulme, Cheshire SK8 6RQ

Association Magazine ISSN 1366-0799

Published by The British Association of Teachers of the Deaf, 41 The Orchard, Leven, Beverley HU17 5QA

Printed by The Nuffield Press Ltd, 21 Nuffield Way, Ashville Trading Estate, Abingdon, Oxon OX14 1RL

Magazine Project Manager: Kath Mackrill

# Postgraduate Courses



- **MSc / Postgraduate Diploma in Educational Audiology**

*A course that trains Teachers of the Deaf to have a specialism in Audiology and provides a key professional link between Health and Education.*

- **MA in Educational Studies (Hearing Impairment)**

*(in association with Oxford Brookes University)*

*A practical course that leads to a mandatory qualification as a Teacher of the Deaf, or enables already qualified Teachers of the Deaf to "top up" their diploma qualification to an MA.*

- **Postgraduate Certificate in Educational Studies (Early Years and deafness 0 - 2 years)**

*(in association with Oxford Brookes University)*

*Suitable for qualified Teachers of the Deaf, audiologists, social care workers and other practitioners working with hearing impaired babies and young children from birth to 2 years old.*

- **MA Postgraduate Diploma SEN Hearing Impairment**

*(in association with University of Wales, Newport)*

*Suitable for those wishing to train as Teachers of the Deaf, or existing Teachers of the Deaf wishing to "top up" their existing qualifications to an MA.*

**Contact - Tel: 01635 244279 / email: [e.reader@maryhare.org.uk](mailto:e.reader@maryhare.org.uk)**



## Mary Hare Training

*Benefit from studying with an organisation that is a leader in the field of deaf education.*

**Short Courses**

**NVQ  
Courses**

**Conferences**

**BSA  
Accreditation**

**Tailor-made  
courses**

**Consultancy**

**Postgraduate  
Courses**

**BTEC Training**

Contact us  
for your copy:  
**01635 244355**

## SHORT COURSES 2011 - 2012



Contact us for our latest programme of short courses for Parents and Professionals. The fee for most of our one day short courses is £85. Our School Open Days for Professionals cost £30. (All our courses include lunch and refreshments).

*Please refer to individual course details for the cost of other options including BSA accredited training and longer courses.*

**Email: [f.mcmenemy@maryhare.org.uk](mailto:f.mcmenemy@maryhare.org.uk) / Tel: 01635 244355**



**[www.maryharetraining.org.uk](http://www.maryharetraining.org.uk)**