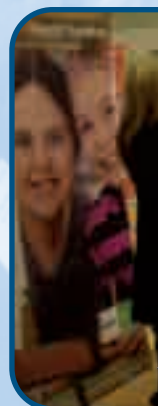
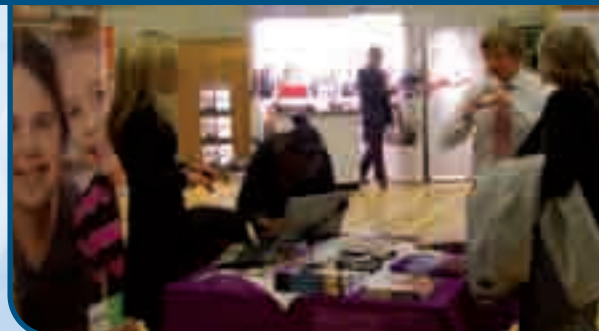


BATOD

British Association of Teachers of the Deaf

MAGAZINE • May 2012 • ISSN 1336-07999 • www.BATOD.org.uk



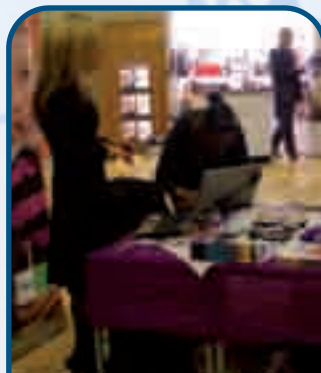
Conference edition

Shaping sensory support

Using apps in education

Think Right Feel Good

Key findings from the CRIDE survey



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



REDCAT redefines classroom audio.

Introducing the new REDCAT™ with Lightspeed exciter technology. Now one small sound panel can fill entire classrooms with the clear, natural sounds of a teacher's voice, without excessive volume or feedback.

We also provide the most comprehensive range of installed soundfield equipment, including 4, 8 and 12 speaker systems, as well as the industry's first wireless in-ceiling soundfield classroom audio solution.

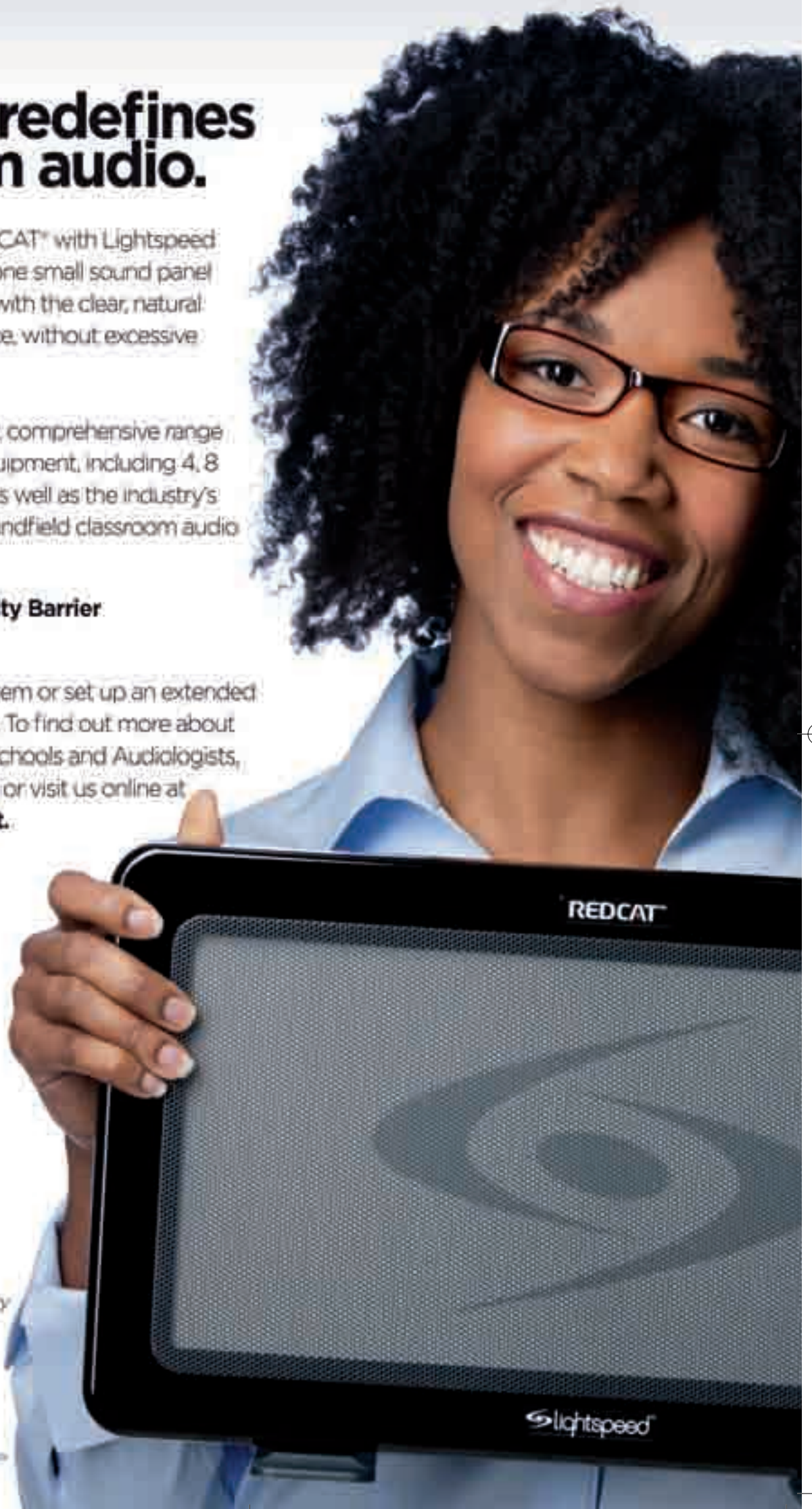
Breaking the Intelligibility Barrier.

Experience REDCAT

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.



Imagine a handful of pebbles cast upon a pond surface. The rippling waves reach every every inch of the area, just as they would reach every ear in class.



Contents



From your editor

We often talk about changing educational landscapes as a result of government policies but it has never been truer than now that Teachers of the Deaf are facing huge changes as a result of many external

factors, including financial ones. The theme of the 2012 Conference was thus very apt: 'Shaping sensory support for the future'. Services and schools cannot stand still in these times and need to be always refining their approaches and examining their ways of working. The keynote speakers at the Conference, Connie Mayer from the University of York in Canada, and Anne Duffy from Ofsted, helped put this in perspective. They showed, in Connie's contribution, that changes are not confined to the UK and that we can learn from and support each other and, in Anne's, that we need to be fully up to date with the implications of the changes to the inspection framework (in this case in England). The workshops looked in more detail at specific aspects of the work of the Teacher of the Deaf and provided many useful insights and much information – they covered such wide-ranging areas as language modification, accelerating reading, phonics, maintaining specialist skills, ensuring value added, supporting the development of teaching assistants and the mental health and well-being of deaf pupils.

As usual there is also a variety of other features on subjects not connected to the main theme.

This edition also contains two letters to the editor, which are always welcome; please send some more! I was particularly delighted to receive the one from the head of service who described how much the Magazine contributes to her professional life. This is certainly the aim of the Magazine and we always welcome suggestions as to how it can be further improved.

Please send any ideas, letters or articles for consideration to the Magazine Editor.

Paul A. Simpson

Magazine Editor

Shaping sensory support

Conference report	4
The shape of things to come	7
Changing inspections	10
Fonics for the Phuture	12
Recognising value added	14
All about mental health	16
Language modification – an evolving process	18
Specialist qualities	21
Helping pitch perception	24
Working with TAs	26
Combating reading delay	27



7

General features

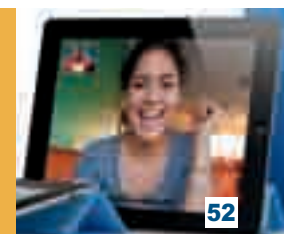
Feeding the senses	29
Acting experience	30
A new VIEW	31
Approaching higher education	32
Me too!	34
Scottish reflections	35
Celebrating STARS	36
Think Right Feel Good	37
The CRIDE statistics	38
BSL Corpus goes online	40
Seeing the sound	41
Revealing standards	43



37

Regulars

ICT news	52
This and that	55
Reviews	56
Abbreviations and acronyms	58
Calendar – meetings and training	60



52

Association business

Achieving potential	3
As a BATOD member...	44
Journal online!	46
In conversation with...	47
Musings from a deaf teacher	48
Letters to the editor	49
What went on at NEC on 18 March 2012	50
Change of address notification form	51
BATOD was there representing you...	55
Subscription rates 2012/13	59
Officers of Nations and Regions inside back cover	



50

Need to contact BATOD about other matters?

Talk to Executive Officer Paul Simpson

email: exec@BATOD.org.uk answerphone/fax

0845 6435181

Cover

Photographs of the Conference were taken by Arnold Underwood and Stuart Whyte

For information on advertising rates see www.BATOD.org.uk

I Mm N n O o P p q

Classroom amplification made easy



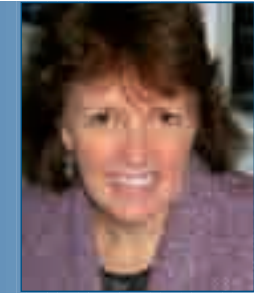
Dynamic SoundField

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 in-ceiling speaker removes installation headaches and its automated settings simplify the teacher's job. Just plug it in and teach!

www.PhonakPro.co.uk
www.DynamicSoundField.com





Achieving potential

Karen Taylor reflects on a busy and enjoyable day at the Conference and looks forward to her early duties as the new BATOD President

A huge thank you to everyone who worked hard to give us another super BATOD Conference. It was our fourth visit to St Cecilia's and as always the team there gave us fantastic support throughout the day.

Connie Mayer, the 'girl who had come from away', was inspirational as our morning keynote speaker. The parallels she drew with Teachers of the Deaf in Canada were very relevant to the challenges we are facing in deaf education in the UK today. As she said, 'teaching is a messy business but a happy mess' and it is a very challenging yet exciting time to be in deaf education.

Connie put Teachers of the Deaf in the 'hot seat' and saw them as the 'leaders' (key workers/lead professionals) of the collaborative (multi-agency) team around the child. She suggested that we must rethink the knowledge, skills and abilities that Teachers of the Deaf need to meet the challenges facing us today. The ever-changing technology and the shifting needs of the deaf children and young people we support will mean that evidence-based research and continuing professional development will need to be high quality to support all professionals in the field. She called for more collaboration between teacher education programmes and for sharing resources internationally.

A pertinent question from the audience reminded me of one of my key themes as the new President – research! We need further evidence-based research and it was suggested that we could involve deaf people more and develop more classroom-based research with Teachers of the Deaf.

Lilias Reary from the NDCS then joined us to launch the new version of the phonics guidance, which has been a collaborative project with BATOD, The Ear Foundation and the Ewing Foundation, and many professionals have said how useful they have found this booklet. It's the one with three children on the front (not two!).

We had a diverse and interesting range of workshops to choose from in the morning and afternoon. As usual the presentations were of a high standard and many thanks to all who contributed.

At the AGM we said a sad farewell to Gary Anderson, our outgoing President, and to Bev McCracken who

has served BATOD as Treasurer for the last 21 years and is stepping down. Without their inspiration, dedication and hard work we would not be in such a good position as an organisation today.

There was an obvious focus on technology by our gold sponsors – Advanced Bionics, Phonak and Lightspeed – in their update slots at the end of the AGM and there was plenty of opportunity throughout the day to visit the exhibitors in the sports hall.

Our afternoon keynote speaker Anne Duffy gave us an overview of the new Ofsted inspection framework. Our ability to analyse robustly the progress of the learners we support in collaboration with schools and to deliver interventions that make a difference is essential if deaf children and young people are to achieve their potential and the profession is to maintain its credibility.

Chairing my first NEC the following day was a real pleasure and one of the very first agenda items was the analysis of your feedback from the Conference in order to start preparing for next year's event on 9 March 2013 in Birmingham. Taking your comments on board, we are planning a more collaborative conference with other organisations and a focus on technology and audiology. This will be a great opportunity for you to gain high quality continuing professional development as well as to network and support your colleagues in these ever-changing, challenging, yet exciting times.

By now you will all know that my strapline is 'Achieving Potential'. BATOD will *achieve its potential* by being flexible and adapting as an organisation to enable you as Teachers of the Deaf across the UK to provide inspirational support and guidance to deaf children and young people, ensuring that they *achieve their potential* and secure a brighter future for us all.

I already have some dates booked for the coming year to visit the regions and I am really looking forward to meeting you all and hearing about your local issues. I'm signing off now as I have to start the day job....

Karen Taylor

Conference report

Ann Underwood picks out some highlights from another successful BATOD Conference – Shaping Sensory Support for the Future



How exciting it was that at this year's National Study Day, Conference and AGM we had a keynote speaker of international repute. Connie Mayer was willing to share her thoughts about the future of deaf education and sensory support in the coming years. The challenges that we have in England run parallel to those met by Canadian ToDs, and Connie spoke about this (read her article on page 7). Connie was also taking part in The Ear Foundation's family weekend and was faced with a



Standing room only at the back!

dash to King's Cross station to catch a train north. Those who shared the 'joke' about running shoes will be pleased to read that she caught the earlier train and managed to be there on time for her presentation at Center Parcs where The Ear Foundation event took place.

Following Connie's presentation Lili Reary took the stage to launch the guidance for teaching phonics to deaf children. This was drawn up by a working group from BATOD, The Ear Foundation, the Ewing Foundation and NDCS and was published by the NDCS. The document is available via download from the NDCS website and also as hard copy. Delegates were pleased to take home their own copy in the special bags provided by Lightspeed.



Lili Reary launches the phonics guidance booklet

This year we changed our programme and had a second keynote speaker in the afternoon. Anne Duffy, HMI, Sensory Disability Adviser for Ofsted, provided information and advice about the new Ofsted framework. Many of those present were indebted to Phonak for the thick notepad in the conference bag as they scribbled industriously so that they could share the news when they got back to base!



Anne Duffy takes the stage

The workshops were very well received and delegates felt that they had learnt a great deal. Some presenters returned after 'rave reviews' and requests for more of the same in previous years. A regular topic at conferences is the modification of language – especially examination language. Maureen Jefferson shared plans for the online training course which will produce an independently verified certificate that examination boards will accept as providing the necessary training to modify papers at source.

Katherine Richardson, a specialist speech and language therapist at Mary Hare School, gave her session on developing reading for secondary-age deaf pupils, which looked at current issues, including assessment, as well as briefly exploring the reasons why deaf children have reading difficulties and/or delay.

Barry Wright, the Clinical Lead for the National Deaf Child and Adolescent Mental Health Service (NDCAMHS), whipped up so much support and enthusiasm that delegates requested a dedicated conference on a range of mental health issues. If you are interested in such an event please email CPD@BATOD.org.uk as soon as possible and we will negotiate with the NDCAMHS team to see what can be arranged!

Work by the National Sensory Impairment Partnership (NatSIP) looking at making teaching assistants more effective was a topic of conversation. Lindsey Rousseau stepped in to explain the draft guidelines that have been produced by the NatSIP workforce development group, focusing on the role of the teaching assistant in supporting sensory impaired children and young people.



Stuart Whyte receives the Peter Preston Award from Gary Anderson

One reason for the Study Day/Conference is to attract members who will then attend the Annual General Meeting. This year several occasions were marked.

The second Peter Preston Audiology Award was presented to Stuart Whyte for his helpful and much quoted article on 'Managing noise' published in the September 2011 Magazine and following that elsewhere – well done, Stuart.

Our regular return to Saint Cecilia's, Wandsworth Church of England School in London, also marks the biennial handover of the BATOD Presidency. 2012 was the end of Gary Anderson's term of office and the start of two years as President for Karen Taylor. Karen's strapline will be 'Achieving Potential...' and she is hoping to strengthen the international aspect of BATOD's work as well as to progress the essential work that supports ToDs in the UK.



Gary Anderson hands over the presidential badge of office to Karen Taylor

This year also marked the end of an era – Bev McCracken has been the Honorary BATOD Treasurer for 21 years and he has finally handed his account books on to Mary Fortune. Such long-term voluntary service was marked by a short (public) address by Ted Moore (BATOD President 1993–95) and a gift of a pair of engraved whisky glasses.

During Saturday evening the gathered NEC enjoyed the unabridged version of Ted's presentation and provided Bev with the missing item – golden liquid to fill the glasses – as well as a gift token.

Shaping sensory support



Bev McCracken steps down as Treasurer

Our Exhibition Co-ordinator this year, Kathy Owston, succeeded in bringing together a wide range of exhibitors and BATOD had a 'visit us' stand in the centre of the exhibition hall. NEC members were on hand to show delegates how to register and log in to the website – and to show them the benefits and advantages of doing this. We had two NEC members carrying out a roving survey (using their iPads), looking at views and usage of both the Magazine and website. Our Consultant, David Couch, was on hand to offer help and advice. There have been suggestions for extending this area at future conferences to facilitate networking. This was also the first year that we have offered our key gold sponsors (Advanced Bionics, Lightspeed and Phonak) a short presentation slot at the end of the AGM and this was well received and appreciated by the sponsors.

The day was well documented photographically and you can visit the album at <https://picasaweb.google.com/BATODPublications/>

As soon as one conference is over, we begin to think about the next one – hoping to gather together an interesting programme to attract as many BATOD members as possible to join us on the day. As your NEC is made up of a range of ToDs from across the UK we hope to have our finger on the button and to know what is happening within the profession... unless you tell us otherwise.

This year especially we have had verbal and written praise for BATOD, as the Association provides immense help and much information. It was reassuring that several delegates shared similar sentiments through the conference programme on their evaluation responses:



BATOD's new President Karen Taylor

- 'BATOD is a unique organisation which should be supported to help, protect and preserve the specialism of ToDs.'
- 'There are lots of like-minded folk out there working in similar situations. I am not alone in many of my anxieties, issues and the changes I need to see made.'
- 'Deaf education is ever-changing and does move with the times – you keep us informed.'
- 'Great value networking for finding out what others are up to and for getting ideas!'

There is much discussion currently about falling numbers of delegates at events. The costs of setting up conferences are quite high and BATOD has kept the conference fees at the same level for several years now. Many evaluation sheets acknowledged the value-for-money aspect of the day – and some even asked for 'more time' even though the day finished at 4.30pm! Mindful of this, NEC is looking at how to attract more ToDs to join us for this day in spite of the location. Ideas involve co-ordinating with the regions' programmes, video conferencing or having a large event encompassing several 'sensory' organisations. If you have any views and ideas about a way forward please email them to [CPD@BATOD.org.uk/](mailto:CPD@BATOD.org.uk)

If other commitments kept you away or you decided that you simply couldn't afford to travel to the BATOD Study Day, Conference and AGM then by the time you have read all the articles in this edition of the Magazine you may be feeling a bit miffed... so make a note of the planned Conference next year – Saturday 9 March in Birmingham. There will be an audiology flavour to the event and we will be looking at how we can achieve potential using technology.

Ann Underwood was President of BATOD 2008–10.

The shape of things to come

In her keynote speech at the Conference, **Connie Mayer** considered the changing climate of deaf education and how this has impacted on the role of the Teacher of the Deaf

The context for educating deaf students in 2012 has been transformed by universal newborn hearing screening and the attendant opportunities for earlier intervention, improvements in amplification technologies including cochlear implants, and moves to models of inclusive education. The number of deaf children identified with an additional disability has also increased, with some reports suggesting that it may be as high as 30–40% of identified children. As a consequence, Teachers of the Deaf must work in an ever more complex environment to meet the needs of an increasingly diverse group of learners. As Greg Leigh, an Australian professor of education, has suggested, 'There is currently more knowledge and skill required of a Teacher of the Deaf than at any time in the history of the field.' These shifts have implications for all aspects of what teachers do, for the ways in which we think about teacher education and professional development, and for the future role of Teachers of the Deaf in the field.

Teachers of language

One of the central aspects of teaching deaf learners that has remained constant over time is that Teachers of the Deaf are first and foremost teachers of language. Even in the changed context of 2012, it is developing the language that is central to communication, cognition, social and emotional development, literacy and schooling that is the key concern for Teachers of the Deaf. The primary consequence of hearing loss continues to be that, in the absence of some sort of intervention, the process of language acquisition does not proceed as it should.

To acquire a language, a child must have a quality and quantity of input that is accessible and used in meaningful interaction with others who are already capable users of the language. When any one of these conditions is not met, as can often be the case for deaf learners, language acquisition is compromised and children come to school with the absence of a fully developed first language. The oft-cited exception is the case of deaf children of deaf parents who use a natural signed language (such as BSL) in the home. While this small group of children (less than 5% of the population) does acquire a language naturally, teachers are still faced with the challenge of helping them develop proficiency in the majority language (for example, English).

Therefore the traditional business of Teachers of the Deaf has been to find ways to mitigate the impact of hearing loss on language acquisition by trying to



make language accessible (ie via auditory or visual routes), and/or systematically to teach language when it has not been naturally acquired. Because literacy learning is so intimately tied to language development, teaching reading and writing and aspects of content areas (such as history or science) has also been a major aspect of the role of the Teacher of the Deaf.

At the risk of oversimplifying the complexity of the current context, it could be argued that the significance of the present shifts in the field resonates most strongly with the issue of language acquisition. While much is made of the importance of newborn screening in that it provides opportunities for earlier intervention, any impact would be greatly diminished in the absence of improved technologies for making spoken language accessible. In other words, knowing about the hearing loss sooner is not a major advantage if the options for intervention (even if they are begun very early) remain limited. Being able to provide easier access to auditory input for communication and language development via amplification lies at the heart of what makes for a truly changed context – allowing for age-appropriate language development, successful inclusion in mainstream settings and expectations of age-appropriate academic outcomes. For no group has this shift been more profound than those deaf learners who have cochlear implants.

The changing (?) role for the Teacher of the Deaf

While making language accessible via amplification has always been a central aspect of teaching deaf learners, it has become even more important in the

Shaping sensory support



Connie Mayer and outgoing President Gary Anderson

current climate in which a significant majority of deaf learners access language primarily via audition. Knowing how to manage effectively the amplification equipment is critical. Teachers of the Deaf are now dealing with a much wider range of technologies than at any time in the past, and must be able to teach others (parents, classroom teachers, educational assistants) how to manage it as well. This job is further complicated by the rapid pace at which this technology changes.

But as has always been the case, there continue to be deaf learners for whom the auditory channel must be supported by visual input (such as signed language) for language to be acquired – at identification, at certain stages of their development (for example, before implantation) or in certain communication situations (for example, in a poor listening environment such as a mainstream classroom). What differs markedly from the situation in the past is that the majority of these students are also able meaningfully to access at least some spoken language through the use of amplification (cochlear implants and improved hearing aids). ‘Voice off’ signing does not take advantage of this enhanced auditory potential; rather, some combination of spoken and signed language could be seen as most effective in supporting language development for most of these students. This requires that teachers are skilled at combining the modes effectively – something that many teachers do not feel comfortable with, and that typically has not been a focus in teacher education programmes. This gap needs to be addressed.

While teaching language is still a key concern in the current climate, the focus of this teaching has shifted. In the past, teachers devoted much attention to supporting learners in the development of basic

vocabulary, grammar and syntax in English. Structured curricula and teaching approaches were focused on this goal and, even in more natural approaches, it was recognised that language must to some extent be explicitly modelled and taught. In contrast, it is now the case that many more deaf children acquire control of basic communication in English (as a consequence of easier access), and the focus has shifted to an emphasis on developing the academic language and discourse needed for literacy and schooling (ie the use of lower frequency vocabulary, more complex grammar and syntax and less familiar genre). Rather than teaching a separate curriculum or one designed for deaf learners, Teachers of the Deaf must have a better understanding of the mainstream curricula for language and literacy education and how to differentiate them appropriately for their deaf students with an eye to achieving grade level outcomes. This also includes expertise in administering a wider range of assessments to monitor progress.

Among the growing number of deaf learners with identified additional disabilities is a significant cohort with learning disabilities (such as auditory processing disorders) who were often not well identified in the past. While challenges with respect to language and literacy learning are exacerbated by the hearing loss in this population, the hearing loss alone does not account for all of the learning difficulties they face. Learning to work effectively with these students has become part of the job.

Shaping support for the future

If Teachers of the Deaf are to continue to play an important role in educating deaf children (and they should), there are aspects of that role and how we prepare future teachers to fulfil that role, that need to be reshaped in the current climate. In a context where the majority of deaf learners are educated in inclusive settings in their local schools, the norm is no longer the Teacher of the Deaf in a self-contained classroom. Most are now peripatetic teachers working as part of a collaborative team to provide an appropriate programme in a mainstream setting. As the individual who often has the most comprehensive view of the learner, the Teacher of the Deaf should have a central role on this team in planning programmes and providing support. In addition, the singular strength that Teachers of the Deaf bring to this team is that they are experts in the teaching of language and all that this entails. However, this reshaping of their role requires that Teachers of the Deaf are equipped with the knowledge and skills to assume such a leadership position.

The most important aspect of taking on this role is that Teachers of the Deaf need to know how to work collaboratively with the team of professionals who

have a stake in the education of each deaf learner. This includes classroom teachers, administrators, speech and language therapists, audiologists, and support workers such as teaching assistants, interpreters, tutors and notetakers. Teachers are also the members of the team who usually have the most direct contact with the learners and their parents. As such they are arguably in the best position to co-ordinate this collaborative team – and it often falls on them to do so. Yet less than 50% of teacher education programmes report any focus on collaboration with general educators or other professionals as part of the curriculum, and there is little professional development in this area for practising teachers. In terms of how this teamwork is managed in practice, it would be important for school authorities to revisit the role of Teachers of the Deaf and look at their changed responsibilities in the current context. It may be that some structural change is needed in how services are delivered (for example, more flexible schedules to allow teachers to meet with parents after hours), and in how responsibilities are assigned.

As part of taking on a leadership role, Teachers of the Deaf must also be given the opportunity, and take on the responsibility, for developing or enhancing their expertise in a number of key areas. These were described in some detail in the previous section, but in summary would include: managing both personal and group amplification technologies (hearing aids, cochlear implants, FM systems), supporting language development at and beyond a basic level, having knowledge of the mainstream curriculum especially as it relates to literacy learning and the teaching of reading and writing, and differentiating instruction for those deaf learners with additional disabilities.

In looking at this list, it could be argued that it is not so very different from what Teachers of the Deaf have always done. In many respects this is true. But in the current environment, each of these areas has become more complex. There is simply more to know and learn – and all of this against a backdrop of expectations that greater numbers of deaf children will achieve academic outcomes commensurate with their hearing age peers as a consequence of the changes in the field. In light of all this change, there is little doubt that this is a particularly challenging time to be a Teacher of the Deaf. But it could also be seen as the most exciting time to be a member of this profession as the opportunities for the students we teach have never been more robust.

Connie Mayer EdD, OCT is an associate professor at York University in Canada.

BATOD British Association of Teachers of the Deaf

Shaping Sensory Support for the Future
BATOD thanks exhibitors
and sponsors for their support

Gold sponsors

AB Lightspeed PHONAX

Silver sponsors

Garry Morris MED-EL PC Werth oticon MEDICAL

Exhibitors

The Ear Foundation
Cannevens Ltd
Cued Speech Association UK
DCAL
Ecophon
Mary Hare
Maney
NDCS
RCSLT
SWLSTG MH Trust
Cochlear
Ewing Foundation
Signpost Children's Service
Mancy Publishing

Changing inspections

Ofsted's Anne Duffy gave the afternoon keynote speech at the Conference, focusing on changes to school inspection. [Andrea Baker](#) has the details

Anne Duffy has been a BATOD member for many years and a long-time advocate for deaf children. She has been an HMI since 2007 and is passionate about her role as Sensory Disability Adviser within Ofsted. Her presentation focused on recent changes to the Ofsted framework and the implications they have for services supporting deaf children. Anne apologised to delegates from the nations other than England, as the framework does not apply to them, but felt that her message was relevant to us all – we need to be able to demonstrate the impact we have in schools, including pre- and post-school settings.

The changes announced by Ofsted are far-reaching and reflect a shift in focus on what constitutes a good or outstanding school and how this should be judged. The aim is to:

- raise expectations, especially for teaching and pupil achievement
- give greater priority to early reading and literacy
- focus in more depth on the quality of teaching and pupils' behaviour and safety
- give greater priority to the impact of school leadership on improving teaching and achievement
- focus inspections more on schools that need to improve most.

Key changes to the inspection framework

Perhaps the most noticeable change is the replacement of 27 separate judgements by four key judgements to be used when assessing the quality of schools:

- Achievement (attainment and progress)
- Quality of teaching
- Behaviour and safety
- Leadership and management.

Achievement

Reporting will include specific comments on the attainment and progress of different groups of children, including those with disabilities and special educational needs (SEN). There will be a far greater focus on 'narrowing the gap' in attainment and progress between different groups of pupils and all pupils nationally. Progress is key here. As Teachers of the Deaf we must know what progress looks like for our pupils, state this clearly and, most importantly, be able to *demonstrate* it. Anne stressed that, while inspectors do look at data prior to inspections, they also take into account information held by specialists. If you can demonstrate that your children are making good or outstanding progress, say it loudly and clearly.

Within the 'Achievement' judgement there will be a greater emphasis on how well pupils develop a range of skills, including reading, writing, communication and mathematical skills, and how well they apply these across the curriculum. Communication in this context refers to all aspects of communication, in whatever form, including the use of technology, BSL or augmentative communication methods, and inspectors will be considering how well that communication is used to help children's literacy skills. This is an area where the expertise and specialist knowledge of ToDs can and should be offered to inform judgements. Schools will be judged on how well teachers are planning and using language and literacy, including reading and writing, across the curriculum, and yet again ToDs need to demonstrate the impact of their advice and joint planning wherever possible.

A significant change has been the removal of contextual value added measures (whereby factors which are particular to the school such as children in care, levels of deprivation or SEN, are taken into account) in favour of value added. Schools will need to present evidence on their intake and their rates of progress to answer the question: 'What are you doing to narrow the gap for those groups of children who need it most?' ToDs should work with schools to ensure that they have high expectations for deaf pupils but also understand that deaf children cannot *automatically* attain at the same level as hearing children. This is where our work with schools is so important to ensure that deaf children's needs are understood and met through quality teaching and intervention. This is particularly pertinent in the area of reading, where there will be a greater focus on pupils' achievement as shown by test results, school records and inspectors' evaluation of hearing children read. Anne has provided guidance to Ofsted about deaf children and reading but stressed that we, as ToDs, know what works best for our children and we must have the confidence to explain this clearly to inspectors, thus ensuring that deaf children are not left out of the process.

Quality of teaching

The most important role of teaching is to raise pupils' achievement but it is also important in promoting their spiritual, moral, social and cultural development. Teaching includes the planning and implementing of learning activities across the whole curriculum as well as marking, assessment and feedback. Significantly it comprises activities within and outside the classroom, such as support and intervention – this will include the use of support assistants, individual one-to-one work,

small group work and so on, the very areas in which ToDs have most direct influence. Remaining from the 2009 framework, teaching will continue to be evaluated in terms of its impact on learning and progress, and the prime source of evidence is through lesson observations. Inspectors will also continue to take account of the school's own evaluation of the quality of teaching, undertaking joint lesson observations with senior staff to enable inspectors to consider the school's understanding of this. Inspectors will feed back to teachers on the strengths and areas for improvement observed.

Greater priority will be given to inspectors gathering evidence *in addition* to lesson observations to provide information about the impact teaching has on learning over time. This could include discussions with pupils about their work, analysis of school records, and scrutiny and analysis of pupils' work. This is another opportunity to provide information and context specific to the pupils we work with. There is also a greater focus on the teaching of reading, the development of literacy skills and the use of formative assessment during lessons to support learning.

Behaviour and safety

Inspectors will be looking at a range of evidence, including behaviour in the classroom and attitudes to learning, behaviour around the school, attendance and punctuality and freedom from bullying. They will also seek the views of parents and children to provide a picture of what behaviour is typically like.

Leadership and management

The focus here is on how effectively leaders manage at all levels, including leading and improving teaching, promoting improvements for all pupils and groups of pupils and enabling pupils to overcome specific barriers to learning. Self-evaluation and the capacity for improvement continue to be considered as before, together with evaluation of the provision of a broad and balanced curriculum for all pupils. However, these will be incorporated into one single judgement on leadership and management.

There is a greater emphasis on the school's engagement with parents and carers in supporting outcomes for pupils. Inspectors will proactively seek the views of parents who should be made aware of Parent View – their avenue for sharing their views of the school (www.parentview.ofsted.gov.uk). Parent View has the potential to be a powerful tool. Results will be published on Parent View in real time and will be available to schools, parents and carers and the general public, including services. This will allow the comparison of results between schools. At the end of the academic year the results will be 'frozen' for that year and a new set of results will begin, allowing comparisons to be made from one year to

another. Safeguards have been included to minimise the risk of the site being misused. Ofsted is currently looking at ways in which this, and pupil questionnaires, can be made available in BSL.

Overall effectiveness

This takes account of the four judgements and how the school promotes the pupils' spiritual, moral, social and cultural (SMSC) development. A key aspect of judging overall effectiveness will be weighing the four judgements together with the evidence for the school's promotion of pupils' SMSC development.

Wider changes

Ofsted is also planning to change some of the wider aspects of the inspection framework. Since 2005 inspections have been increasingly proportional to need and this will continue to be reflected in the timing and frequency of inspections in the new framework. Mainstream schools judged to be outstanding will not have routine inspections unless risk assessment shows a decline in performance or attainment gaps widen, while schools judged good at their last inspection will continue to have their inspection deferred after three years if risk assessment indicates no concerns. Further information on the risk assessment process can be found on the Ofsted website.

Children's centres will also be inspected on the range of services they offer and the impact they have. Be sure that your early years support interventions are made known. Further education establishments also need to demonstrate that they are effective and efficient in meeting the needs of learners and users.

Implications for support services

Schools' key role is to promote their pupils' achievement and to help them to realise their potential as learners. With support, schools should have the capacity to make a bigger difference in closing gaps. Ofsted's evidence already shows that extended services make a positive difference in the following areas:

- Improved motivation and self-esteem
- Improved achievement
- Increased attendance and improved behaviour
- More engaged parents and carers
- Better community access to local services.

Over and above this our role as ToDs is to help schools to interpret comparative data and judge achievements in reading, literacy, phonics and communication for deaf children. We must support schools in setting appropriate targets and use our specialist knowledge and professional networks to moderate the progress and achievement of deaf pupils.

Andrea Baker is the President Elect of BATOD.

Shaping sensory support



Fonics for the Phuture

As the introduction of the phonics check at Key Stage 1 draws closer, Lili Reary emphasises the key aspects of teaching phonics to deaf children

Phonics is a key tool in learning to read but all successful phonics teaching takes place within 'a broad and rich language curriculum' (Rose Review 2006) and this is particularly critical for deaf children.

Phonics was the accepted method of teaching reading in any country that used an alphabetic writing system from the time of the ancient Greeks until the 'whole word' reading method appeared in the 19th Century. Since then there have been 'reading wars' regarding the best method of teaching reading.

During the 'real book' era many of us remained covert teachers of phonics, recognising that it is one of the important skills in learning to read. Then, as several studies demonstrated the effectiveness of systematic phonics teaching, the National Strategies increased the phonics content in the literacy objectives and produced its own phonics programme, *Letters and Sounds*. With the phonics screening progress check for all six year olds in England becoming mandatory from June 2012, phonics is now out of the cupboard and appears to have a future.

Teachers of the Deaf have, understandably, often dismissed the teaching of phonics to deaf children as it appears counter-intuitive, especially as we normally advise teaching to a child's strengths. However, the earlier detection of deafness (particularly the Newborn Hearing Screening Programme) and improved technology mean that it is much more realistic and important to consider how to make phonics accessible to as many deaf children as possible.

Why teach phonics?

We want all children to become fluent readers who can understand, enjoy and respond to the texts they are reading. To achieve this, children must acquire instant recognition (automaticity) of the words in the text, as this allows them to concentrate on the meaning of the text. There are two main routes to automaticity – learning all the words by sight or gaining phonics knowledge. The latter has the advantages that:

- there is a finite body of knowledge (26 letters, 44 sounds and 70 common spellings) to be learnt and so it is a time-limited learning activity
- it provides lifelong tools for reading (decoding) and writing (encoding) words, both known and unknown.

Research has shown that systematic phonics teaching enables children to make better progress in reading

accuracy than unsystematic phonics or none, and that this is true for both normally developing children and those at risk of failure.

Optimising success in the teaching of phonics for all children

There is now much research on the successful teaching of phonics, and the key elements and their relevance for deaf children are highlighted in the table opposite.



Teachers of the Deaf will also be required to:

- provide a teaching/listening environment that is good acoustically and well lit – the teacher's face must be clearly seen (especially important for speechreading)
- check the hearing technology, preferably prior to all phonics teaching sessions
- understand the limitations of hearing technology and the impact of deafness in areas such as attention, listening, and working and auditory memory
- pronounce phonemes clearly but not to over-exaggerate the sound, as this can result in distortion of the sound.

The use of pseudo-/non-words

Many phonics assessment tests use non-words as it is the purest way of measuring phonics knowledge as a *discrete skill*, ie children cannot use their memory to 'read' such words. Non-words also simulate the use of phonics when children come across an unknown word in their reading.

Teachers are often concerned that their use will confuse children who are being taught to read for meaning; however, this can be overcome by suggesting that the words are from another planet or by accompanying the words with illustrations of strange objects or animals.

It is very important that children are not introduced to pseudo-words for the first time in an assessment situation.

The phonics screening check

In 2008, the Ofsted report on the teaching of systematic phonics stated that schools found it 'hard to

The important aspects of phonics teaching for all children	Particular emphasis required for deaf children
Phonics must be taught within a rich language environment.	Despite the advances in hearing technology, deaf children may still be starting school with delayed language and so require a specialist language assessment leading to an individualised programme, which should include listening skills.
The pre-skills of phonological awareness (rhyme, rhythm, syllabification, oral blending and segmenting etc) are usually acquired in the early years.	Many of the published phonics programmes do not start with phonological awareness, but many deaf children may have significant gaps in this area as their deafness will have limited incidental learning. Therefore, their phonological awareness skills should be checked and any gaps rectified before starting on a phonics programme.
Phonics should be taught explicitly, systematically and regularly (ie daily). Each new sound should be clearly taught and after a few sounds children should be encouraged to use the sounds to blend words. Teachers should continue to work through all 44 sounds in the order given in their chosen phonics programme.	ToDs should help class teachers interpret audiograms to identify the sounds that a particular deaf child may have greatest difficulty in hearing. Deaf children may take longer than hearing peers to establish particular sounds and will benefit from additional practice, which can often be provided by parents/carers. They must be taught in good acoustic conditions – small groups may also help.
Some research suggests that using computer software is more effective than worksheets for practising and establishing phonics skills. It has been found to be highly motivating but should not replace opportunities to apply the skill.	Even good quality, commercially produced software may use sounds that are not sufficiently contrasted for a deaf child. This should be checked and, if required, advice on augmenting the technology for the deaf child or using alternative resources should be sought from the ToD.
A multi-sensory approach increases the efficacy and the speed of learning. Most children benefit from manipulating magnetic/solid shape letters; using phonics frames; making particular hand movements for specific sounds, as in Jolly Phonics; having pictures of stimulus words for sounds and so on.	Most deaf children will benefit from a multi-sensory approach. Visual cueing systems can be of particular help in discriminating the different sounds being taught. The system of choice depends on the experience, if any, of the child with such systems and on discussion with the ToD and parents.
Regular, daily opportunities to apply the skill of blending phonemes all through a word in order to read it. This should be in single words, phrases, sentences and stories to ensure that children understand the purpose of learning letter sounds.	Deaf children may require significantly more practice (and more processing time) in this element, given the load placed on the auditory memory: recognition of grapheme; recoding to phoneme; recalling of the phonemes in order and then blending into a word.
Fidelity to the phonics programme of choice. All programmes are presented in a logical, sequential way but there can be some variations in the order sounds are introduced.	If there is frequent movement between programmes, the child could meet sounds not yet taught while the advantages of built-in repetition would be lost. Both could be detrimental to the confidence and learning of the deaf child.
Getting the pace right. In the past this has often been too slow, for example a week or more to create a table with objects beginning with 'c'. It requires a brisk pace – there will be a guide to this in the programme of choice.	Some deaf children may require longer than their hearing peers to achieve mastery and this must be monitored.
Regular and rigorous assessment to track performance, progress and mastery.	Exceedingly important for deaf children.

make a decision about when a skill had been fully and confidently learned'. This may partly explain why 43% of schools in the 2011 pilot for the check identified children with 'decoding issues' of whom they were not previously aware.

Any assessment which provides early identification of potential difficulties must be regarded as a helpful tool. However, it is important that children who do not achieve the standard are not regarded as failures. Teachers should interrogate the results by asking whether:

- the outcome is as expected
- the child is progressing in phonics, albeit slower than his or her peers, or has no phonics knowledge (if the

latter, check phonological awareness)
 • hearing and/or vision had any impact.

Progress checks in the other areas of reading and in their speech and language development should also be made so that an individualised plan can be drawn up to ensure progress.

The future of phonics appears secure and so we must ensure access to it for all children.

Lilias Reary is Education Policy Consultant to the National Deaf Children's Society. She launched the revised phonics guidance booklet at the BATOD Conference in March.

Recognising value added

As Teachers of the Deaf how can we demonstrate that we contribute to the 'value added' for the pupils on our caseloads? Sue Lewis led a fascinating workshop discussing this



This workshop was repeated twice, each time exploring how services and schools might evidence the quality of their work and its impact on provision for deaf children and their achievement. The starting points related to the questions:

- Why do support services for children who are deaf exist?
- Why do resource bases exist?
- If they are successful what will pupils achieve by the time they leave the provision/are off someone's caseload?

The importance of not confusing a service's activities with its outcomes was discussed. Providing for needs does not guarantee outcomes. Activities that a service has traditionally engaged in and that others value should not necessarily be seen as proof of 'value added'. In the end, a service or provision is as strong as its outcomes. Which outcomes and how to measure them became the next steps of the discussion.

Pupil achievement was agreed as being the crux of the matter, but achievement in what? Which aspects of pupil achievement in mainstream, for example, could a service be seen as directly or indeed indirectly contributing to? This led to further discussion around the purpose of support services and resource bases and how what is measured needs to be linked to what the service/school is meant to be delivering. In one group this led to some discussion around vision statements, aims and values and how recently they had or had not been revisited and agreed as fit for purpose.

Workshop participants identified a range of 'achievements' that should be evidenced if their service/school has been successful. These included general achievement data at each Key Stage and by 16–19 years, including GCSE, English and mathematics data. In addition, specialist areas such as language and literacy and well-being measures were identified as being critical. Participants shared different ways in which they were measuring these – for example, through emotional literacy indices or through measures such as the Pupil Attitudes to Self and School (PASS). Other more individually designed profiles included tracking of pupils' independence and self-management skills. The importance of establishing baselines as soon as possible after entry was agreed but also the need for the continuum of provision, and Teachers of the Deaf and others working with them to be sharing assessment information so that no time was lost when transitions happened between either teachers or schools/placements.

In terms of general data we discussed how the Progression Guidance can support both schools and services in setting targets for pupils that are challenging and which, if reached, would be evidence of good progress or better. This included exploring how setting upper quartile targets linked to the Progression Guidance data sets would support high achievement and the different ways in which services and schools could analyse their data and agree progress judgements. The importance of aggregating data across cohorts was stressed so that everyone is clear, for example, about whether

the current approach to supporting the literacy skills of children who are deaf is working or needs to be changed.

Our next steps were to discuss what might constitute good progress or achievement in relation to some of the more specialist areas of our work – promoting language, literacy, learning attitudes and listening skills. Again we explored not simply the data we accumulated but what it told us and the judgements we could make as a result. This included looking at what constitutes good progress on a language assessment. Why do we as ToDs carry these out? What information do we need – about individuals and groups? At individual level we queried the usefulness of ToDs not being directly involved in assessing children's language levels and needs if they were to set targets and provide for these needs effectively. The importance of knowing not simply what a child had got right but what they had 'nearly got right' was stressed as vital knowledge for setting next-steps targets. Value added for such language and literacy measures was linked to improvements in percentile scores or standard scores – clear evidence of 'closing or narrowing the gap'.

The important role ToDs play in capacity building in schools and families was discussed and how services might measure the 'value added' here. How has the quality of teaching and learning of deaf pupils improved as a result of your in-service training or discussions with teachers? How do you know? How many schools are 'deaf friendlier' as a result? What guidance could be given to headteachers when they are monitoring the quality of teaching and learning in classes in which deaf learners are placed? Indeed, how well are deaf pupils taught in a particular local authority or school and how do you know? Similar questions could be asked about partnership working with families and others. What do parents and carers have to say about the difference that we make? What percentage of families we work with actively contributes to their child's reviews, assessments, individual plans and so on?

This was an all too brief look at some of the questions we need to consider when looking to show that we do indeed contribute to the 'value added' of progress of the pupils on our caseload or in our resourced provision.

In summary, we can be confident about our value added if:

- the large majority of deaf pupils achieve upper quartile targets in English and mathematics
- most of these pupils improve their percentile scores/standard scores on language and literacy measures where these are below those of others of their age
- the engagement of parents and carers and schools is high; parent and school satisfaction and contribution are high

- the teaching of deaf pupils by mainstream colleagues improves and is at least good
- deaf pupils are clearly engaged, say they enjoy school and the support they receive, and attend regularly
- joint assessment and partnership working with others secure challenging and relevant targets which everyone understands and contributes to
- pupils, parents and school staff have high expectations of pupils who are deaf and are quick to identify underachievement or plateauing
- deaf pupils make good progress or better in communication, language, literacy and in the core curriculum so that the gap between them and their peers narrows and closes for a significant proportion
- deaf pupils' achievement and well-being are secured; few have need of mental health services.

The workshop closed with a plea that services and resourced provision for deaf pupils recognise themselves as a force for school improvement, for closing the gap and for ensuring that deaf pupils leave their provision achieving at least well from starting points and are set up for lifelong learning and independent lives.

Sue Lewis is currently course leader for postgraduate courses at Mary Hare, Oxford Brookes and the University College of Wales, Newport. She also works independently as an inspector, adviser and consultant.

Cued Speech
gives your pupils:

- full understanding of English
- age appropriate literacy

it can be used:

- from babyhood
- bilingually with BSL
- to supplement auditory-oral approaches
- at home and in school

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

Contact us for free information and details of training

Cued Speech Association UK
Tel: 01803 832784 E-mail: info@cuedspeech.co.uk
Websites: www.cuedspeech.co.uk and www.learn2cue.co.uk

All about mental health

Barry Wright's informative conference workshop explored the services for deaf children's mental health, looking at current research and how Teachers of the Deaf can help with this

The National Deaf Child and Adolescent Mental Health Service (NDCAMHS) is a specialist child mental health service launched in 2009. It has four main centres (York, London, Dudley and Taunton) and six outreach centres (Newcastle, Manchester, Nottingham, Cambridge, Oxford and Maidstone). This means that there are deaf and hearing trained clinicians in each of the ten strategic health authorities in England. 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, family therapists and Teachers of the Deaf.

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. The teams help local CAMHS and other professionals to develop confidence and skills in supporting deaf children. The NDCAMHS (often referred to by families as the 'Deaf Children, Young People and Family Service') sees deaf children with the most complex difficulties, including very complex syndromes, neurodevelopmental disorders, autism spectrum disorders or severe mental illness. Another role of the national service is to support and network with ToDs, social workers for the deaf and voluntary agencies such as the National Deaf Children's Society. If you are a ToD then there will be a local point of contact for you to have a chat with the NDCAMHS, who will be able to give advice, signpost you to local services that can support you or directly get involved alongside your service.

Research supporting deaf children and their families

The NDCAMHS is trying to build a research agenda to improve the emotional well-being of deaf children. This includes supporting the NDCS in its work around *Healthy Minds*, and developing new research opportunities. The team is currently working on a range of different areas:

Social and emotional development of deaf children

There is growing experience in and recognition of the social and emotional developmental delay that faces those deaf children where there is communicative poverty in early life. Lack of incidental learning, limited experiences and a limited fund of knowledge mean that many children have delayed empathy skills. This tallies



with what some researchers call delayed 'theory of mind' and can masquerade as autism. However, most of these children have good imaginative skills and do improve with the right kind of support and intervention.

Better understanding of autism in deaf children and how to assess for it

This leads to a second strand of research. There was a very successful international conference in York on autism and deafness in November 2011, looking at how children and young people with deafness present when they have autism. A new research bid is being prepared to improve the assessment of autism in deaf children. This would mean better screening instruments for use by Teachers of the Deaf, improved adapted assessment interviews for parents and improved play and interaction-based assessments with children and young people.

Improving screening for mental health problems in deaf children and young people

The NDCAMHS is currently translating a screening instrument for mental health in children (called the Strengths and Difficulties Questionnaire) so that it is available in British Sign Language. The team then plans to screen large numbers of children across England. ToDs will be important in identifying children and young people aged 4–18 who are deaf and also any with deaf parents or deaf teachers. Anyone interested in this can contact Kate Moore (kate.moore1@nhs.net).

Finding better ways of understanding linguistic hallucinations in deaf young people

Research shows that deaf people may experience hallucinations differently from hearing people. There are plans to do some more research in this area, with culturally sensitive research led by deaf researchers alongside clinical services.

Barry Wright is the Clinical Lead of the National Deaf Child and Adolescent Mental Health Service.

NEPTUNE

By Advanced Bionics

waterproof

The world's only swimmable sound processor
splash, soak, swim



For more information on Neptune,
AB's revolutionary sound processor, visit

AdvancedBionics.com



Advanced Bionics



Language modification – an evolving process

A lively session at the Conference involved discussion of training for language modifiers as well as ongoing issues with the language used in examinations. [Maureen Jefferson](#) reports



BATOD's involvement in language modification is currently evolving into new and exciting areas.

This involves BATOD taking the lead in the development of a new training course for language modification with input from other organisations. The aim is that this course will produce an independently verified certificate which awarding organisations will accept as providing the necessary training to modify papers/documents at source. BATOD would like to move towards a university taught, properly accredited course for language modifiers. It has consulted with other groups representing the interests of particular impairments: Afasic (children with speech and language difficulties), the National Association for Language Development in the Curriculum (bilingual children), speech and language therapists (children with language disorders), the RNIB (children with visual impairments), Skill, which now no longer exists, (students in college or university with disabilities), the National Deaf Children's Society (deaf children) and the British Dyslexia Association (students with dyslexia). In addition BATOD will continue to involve the following awarding organisations: AQA, OCR,

Edexcel, WJEC, CCEA, ASDAN and the regulatory body Ofqual.

For a long time BATOD has been aware that there is a wider group of students who have difficulty accessing and processing written language and who could benefit from having modified exam papers. This group includes pupils who have English as an additional language (EAL), pupils with a language impairment, pupils with learning difficulties and low achievers. It was considered that language modification was restricted to the needs of deaf candidates, though many of us were aware that a modified paper helped a much wider range of candidates. This qualification aims to broaden the remit to cover the needs of those candidates.

BATOD believes and hopes that this course will attract a range of professionals. Demand for this course could come from:

- qualified ToDs across the UK who have already taken an interest in language modification and want a proper qualification at postgraduate level

- people who work for awarding organisations, including some who set questions and others who represent the views of candidates with reading or language difficulties
- teachers of children with language disorders or impairments
- teachers of pupils with learning difficulties
- teachers of pupils with EAL
- SENCOs and classroom teachers who have to write in-house papers.

The list could be endless!

At the moment Rachel O'Neill is preparing the proposal for this online certificate to be presented to Edinburgh University. It is hoped that the university will endorse the course and therefore it will be a recognised, independently verified qualification. During the conference workshop Rachel asked people to send her an email if they were interested in this course. An important part of Rachel's proposal is to prove to Edinburgh University that there is a need for this qualification and that professionals would be interested in following such a course. Rachel explained that the course would be online, with videos of lectures, interviews and the possibility of face-to-face sessions as a group. Please contact Rachel O'Neill at rachel.oneill@ed.ac.uk.

Even though BATOD's training course for language modification of examination papers is currently unavailable, there are other qualifications available to raise awareness in modification of language. In particular, Signature's course MET3 Level 3 Award in Modifying Written English Texts for Deaf People is a useful course suitable for ToDs, teaching assistants and communication support workers. There are two units to the award – Unit K318 'Accessible English' and Unit T303 'Modifying Written Texts'. More detail can be found on the website www.signature.org.uk/

In addition, BATOD is introducing awareness training on deafness and language modification for the awarding bodies whose papers are most commonly used by our students. The content of this training will include information on deafness and its possible impact on learning and language development, a snapshot of the needs of other groups of candidates and main areas of concern with written language. An important aspect will be a discussion on the further support that awarding bodies and examiners can give to teachers and candidates. These will be very practical training sessions and their aim will be to raise awareness of the reasons for language modification and the difference this can make to the accessibility of written examinations.

There are also several documents to support our work in language modification. Some can be found on

BATOD's website by entering the search words 'language modification'. In addition, the document *Fair Access by Design* produced by the regulators in England, Wales and Northern Ireland is accessible online.

The practical part of the workshop aimed to look at the areas of language modification that are beyond the reach of the language modifier. These include pre-set command words which cause problems for many candidates. For example, 'How far...' can confuse because of the literal meaning, as can command words such as 'outline', 'justify', 'illustrate' and many others. These words are confusing and yet, in most cases, cannot be changed by the modifier.

The literal meaning of prepositions such as 'above' and 'below' can be confusing. A question with the wording 'Complete the paragraph using the most suitable word from the list of words below' could easily be changed to '...from this list of words'.

The term 'technical language' covers any language that appears in the specification and can therefore be used in the examination question. However, examiners are the subject specialists and sometimes the line between technical language and subject language can be blurred. An example could be the word 'renaissance' which a history specialist would consider a technical word as referring to the period but would also use in the context of revival or renewal. Are there many candidates who would transfer this meaning in an examination situation?

Another area that can create problems is one that could be called 'New English' (my personal term). The introduction of new verbs such as 'to risk assess' can complicate a question for candidates who have difficulty accessing and processing language. The hyphen no longer seems to be used in words such as co-operate. For weaker readers it is harder to read 'cooperate' and 'coordinate' than with the hyphen. However, it has appeared in 'orang-utan'! There are also changes in the spelling of some words such as sulphur which now appears as sulfur.

Having considered these areas we discussed what could be done to help candidates even more. This involves the awarding bodies, subject teachers and ToDs. The awarding bodies and examiners could provide further support through the relevant specification documents. The specifications are a great source of information on the language used in the examination and they should make it very clear to the candidates the language that will be used in the written paper. In some specifications the relevant parts are aimed directly at the candidate by using 'You need to understand' or 'You must understand....' A good example is AQA's Specification for GCE

Shaping sensory support



Leisure Studies. The use and meaning of command words should also be included in the specification. An example of good practice appears in OCR's specification for 21st Century Science Suite – Chemistry A – Appendix E 'Explanation of Terms Used in Module Content'. This is something that could be adopted by all subject areas and all awarding bodies.

We also discussed the role of the subject teacher and decided that it must be to:

- know the language of the specification and ensure that the students know it as well
- teach command words and their meanings in the context of the subject
- build up vocabulary lists from past papers with the students. This should include common words as well as technical vocabulary
- give students access to as many past papers as possible – both online and as hard copy
- teach language of the rubric both on the front page and throughout the paper
- ensure that students know how to look at the relevant parts of the specification and are aware of the language that is necessary.

It was agreed that the role of the ToD (both teaching and support capacity) should be to:

- ensure that a subject teacher is aware of the points mentioned earlier
- remember that their students are at an advantage as the ToD fully understands the language needs of deaf candidates, so they should share their skills
- produce an A4 sheet with suggestions from the list earlier, stressing that they will help all candidates who have difficulty accessing and processing language
- respond to the language of the papers and encourage main school staff – teachers, heads of departments and exam secretaries – to do the same. The form to respond to modifications is on the BATOD website
- think about training as a language modifier and encourage others to consider training as well.

During the review of papers we discussed the importance of retaining the same vocabulary within the same sentence. For example, the wording of one question asked the candidate 'to include different points of view and a personal viewpoint'. This could simply have been changed to 'your point of view' so the same vocabulary was retained. The general feedback was that the language of maths papers, functional skills, entry level papers and vocational papers was difficult, too wordy and often poorly expressed.

A couple of colleagues raised the difficulty of obtaining a paper that had been modified for the visually impaired and hearing impaired – they appeared only to be able to obtain one or the other. The discussion moved on to the importance of responding to the language of examination papers, as the awarding bodies needed to have both positive and negative feedback. If time does not allow the completion of the BATOD form then an email to maureenjefferson@hotmail.com with details of the awarding body, subject, level, paper number, date and comments would suffice and observations could be sent to the relevant awarding body.

However, the onus is on teachers to ensure that candidates are fully prepared for their examinations. In particular it is imperative that the subject teacher teaches the language within the specification and that students have access to past papers – not just online but so that they are physically able to handle papers. Having covered all these areas then we are in a confident position to insist that the awarding bodies do their part to present candidates with an accessible paper that will examine their knowledge not their ability to translate inaccessible language. These points and others will be discussed with the awarding bodies.

Maureen Jefferson is the BATOD Co-ordinator for Language Modification of Examinations.



Specialist qualities

Maintaining specialist skills in a challenging environment was the theme of a lively conference workshop run by [Helen Chilton](#)

As financial constraints continue to bite in the provision of services for deaf children across the country it is important to ensure that all ToDs have access to the latest research and best classroom practice. This workshop aimed to be as interactive as possible, the goal being to exploit an opportunity to pool ideas and formulate feedback to BATOD and the profession on possible ways forward.

Understanding the term 'specialist'

The workshop began with a brief discussion considering our roles as specialists. As Teachers of the Deaf, what do we mean when we say that we are 'specialists' and how do we describe the skills that we have? In suggesting that we are 'specialists' are we indicating a need to keep up to date in all areas of skills and knowledge that might be applicable to our roles? Or do we have an alternative view that considers that the needs of deaf children can be so individual and wide-ranging it is impossible to be up to date with every single development? The workshop participants described a mixture of these two approaches, considering that there are core skills and knowledge that must be maintained while recognising that there are setting-specific and wide-ranging aspects to the knowledge base.

The feedback from workshop participants suggested that once qualified there is a need to keep skills and knowledge up to date, and clearer mechanisms and opportunities to do so would be welcomed. Newly qualified participants suggested that training only 'scratches the surface' and the challenge for them is to gain the breadth and depth of skills required in the field.

The changing context of specialist skills

The workshop participants considered how to continue to cater for the needs of all deaf children in a way that ensures that we have access to latest research and best classroom practice in an ever-changing world.



Modern day deaf education is part of a technology-driven world. The profession has a responsibility to keep up with the constantly changing technology involved with deaf children. On a direct level this might mean new hearing aid technology, dynamic FM, cochlear implants, Bahas and the maintenance and checking of those systems. On a wider level this might be about the global technological changes occurring outside the profession but impacting on it greatly.

We must ask whether we have the skills to make use of the technology available in a way that enhances learning for deaf children. Any teenager you teach is likely to be able to tell you about the finer points of Facebook, Twitter, Nintendo Wii and half a dozen further advancements that were not available ten years ago. Many of the pupils we teach will now have access to 'smart' technology (iPads, iPhones, iPods) and will possibly be smarter than us at using it. We have to understand how hearing aids and cochlear implants can have compatibility with those items and

Shaping sensory support

also how we might exploit interest in new technology to our best advantage for teaching and learning purposes. This will potentially mean that many teenagers may see a point to using their hearing aids when many other pressures may be reducing their interest.

Beyond technology, the population of deaf children and the school setting that ToDs work in are changing. To mention a few examples, early identification has meant that ToDs must respond to this with support and appropriate teaching styles. More and more ToDs are responsible for teaching and assessing deaf children who are new to the UK. ToDs may now even be based in an academy with very different ways of working.

Workshop participants were asked for their views on how ToDs can continue to meet the demands of this changing environment. Some of the ideas and discussion points from workshop participants are outlined below.

Knowledge sharing and provision of advice

One of the striking themes of the discussion was the perceived need for information sharing and supporting others within the profession. We all recognise that every deaf child is individual and unique, with deafness being only one element that makes up the child. However, we constantly reinvent the wheel when looking at some of the issues that co-occur with deafness, such as being new to the UK or having a rare syndrome. The likelihood is that another professional in the country has already gleaned a wealth of knowledge but we are unsure where to find that person and time constraints mean that we are inclined to start the ball rolling again. If a central registry of specialist skills could record this then we might be able to have quick and easy access to a wealth of knowledge about children new to the UK from Poland should we desire it, or access to another professional who has taught a child with the same rare syndrome before. A person in need of support or information could search the electronic registry and gain details of a suitable contact.

Two suggestions were made by workshop participants in order to facilitate this. One possibility could be that members have access to a BATOD webpage which would allow them to list their own area of expertise, along with contact details. Alternatively, a mailshot insert in BATOD Magazine could ask for two or three lines on areas of knowledge or expertise and this might provide sufficient amounts of information for BATOD to create the central registry of skills.

Sharing of resources

Likewise, a range of resources is available across the country, if only ToDs knew whom to contact to access

them. The overriding view was that participants were happy to share with others if they felt it would be of use.

To illustrate the types of resources that might be available, we could consider the time-consuming activity of language modification. If we have a range of curriculum materials which have been language modified to meet the needs of a deaf pupil this could be used again by another child in another region. However, we are often left unaware of what might be available and whom to ask. If we have materials designed to establish communication with children who are new to the UK it is logical to suggest that another professional could make use of them. Clearly there are issues raised here about quality assurance. However, as professionals, the responsibility for checking that resources are fit for purpose lies in the hands of the person receiving the resources. Similar to the central registry of skills, the registry of resources could operate by members listing their own details, or BATOD could compile this information. A simple search engine within the webpage was suggested as a way to enable members to understand quickly what might be available.

Access to training

Participants cited barriers to being able to attend training, conferences and seminars. In a time of cut-backs it was acknowledged that the cost of many conferences proves to be prohibitive. In addition, getting cover agreed for mid-week events is particularly difficult.

The suggestion that some conferences and seminars could be videoed and made accessible through the BATOD website appealed to participants. If course providers were able to record a small selection of guest lecturers then this might be a start. Beyond this there is the possibility of recording a selection of conference speakers or trainers by working in partnership with organisations such as the Ewing Foundation. One of the concerns around videoing conferences and training events is that this may reduce attendance at conferences. For this reason, the use of videos to meet the needs of those who are unable to attend conferences will need careful consideration.

In order to facilitate training in a time of scarce resources it is possible that course and training providers might have the opportunity to contribute to the industry by delivering isolated sessions at a reasonable cost. However, to make this financially viable, realistically it would mean services joining together and pooling resources. Likewise, participants felt happy with the level of support offered by manufacturers but concerned about the effects of swamping them with requests for training and further

support. A healthy discussion ensued around the fact that services need to incorporate others so that visits and support from manufacturers can meet a wider audience.

Access to current and relevant research

Participants were aware that they only have access to a small proportion of published research and this may not meet their needs. They were interested to find out more about how a wider e-portal/search engine for research could be accessed by them. They also asked whether it was possible for new research to be flagged up on the BATOD website, possibly with a short summary explaining how the research might impact on practice. One workshop participant commented that audiological research is useful but only if it is in language that is accessible to ToDs.

Recording of continuing professional development (CPD)

Ongoing CPD was recognised to be valuable and important. Concerns were raised that CPD requirements tend to be swamped by generic courses applicable to the school or setting and not specifically

to deaf education. Participants discussed the possibility of BATOD recording members' CPD, maybe electronically, and suggesting a level of commitment which members can then use to discuss the requirements of the profession with their own schools or services.

So has a time of financial stringency forced us to be more creative? There are some possibilities which, if exploited, would offer some new and exciting opportunities. There is no doubt that now more than ever as professionals we need to be defined by having specialist skills and such skills will need to be updated regularly. We might further say, if this is the case, that surely all ToDs need to have an annual requirement to access training and such access should be monitored and recognised. In difficult times ToDs can be proud of their profession and are willing to have this registered and monitored.

Helen Chilton is a lecturer in deaf education at the University of Manchester. The workshop and this article were prepared in conjunction with Wendy McCracken, also of the University of Manchester.

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

ONLY £15

Helping pitch perception

Should we encourage the use of hearing aids in children with one cochlear implant? Lauren Fry reports on her study into the perception of stress and intonation

Although current cochlear implants are able to provide good levels of speech recognition in quiet situations, they are generally unable to provide good perception of voice pitch information, such as stress and intonation. Voice pitch information helps listeners of non-tonal languages, such as English, know what is important in a sentence. Pitch tells us the difference between a question and a statement and helps us to discriminate between gender and speaker identities. In addition, pitch also plays a role in helping to listen in background noise and in perceiving music. Unfortunately, all these abilities have been found to be limited in people with cochlear implants. Recently, research attention has begun to place more focus on the pitch perception skills among cochlear implant users.

People with cochlear implants may wear a hearing aid on their non-implanted ear. This arrangement is known as bimodal stimulation and can make use of any residual low frequency hearing the deaf person may have on the non-implanted side. Hearing aids seem to provide quite good pitch perception even when residual hearing is very limited. A body of research exists describing the advantages of bimodal hearing in adult cochlear implant users to improve the perception of intonation. Additional bimodal benefits have been reported for localisation, melody recognition and aural/oral functioning in everyday life. So it was of interest to discover whether the use of a hearing aid together with a cochlear implant improved the perception of pitch and therefore stress and intonation for English-speaking deaf children. This question is particularly significant for children with cochlear implants as pitch information is often claimed to play a significant part in speech and language development.

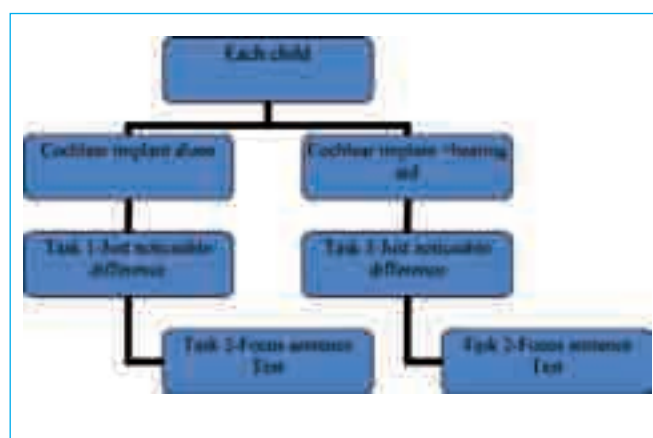
The main aim of my research was to explore if deaf children who use one cochlear implant were better able to perceive pitch, and therefore stress and intonation, when they also wore a hearing aid on their non-implanted ear. I also wanted to find out what else the children who weren't able to perceive pitch cues were using to understand stress and intonation.

What I did and how I did it

The study was carried out with nine children aged between seven and 16 years old who had one cochlear implant and one hearing aid. All the children were from the Guy's and St. Thomas'

Auditory Implant Programme in London. They all used English as their home language and had no significant additional difficulties.

The children carried out two different listening tasks in two listening conditions. The first condition involved the children wearing their cochlear implant and their hearing aid. The second condition involved the children wearing their cochlear implant only.



Task 1 – The just noticeable difference task used synthesised sounds based on the two-syllable nonsense word 'baba'. A pair of 'baba' sounds were generated such that the first or second syllable was emphasised – 'baBA' or 'Baba'. The emphasis was signaled by one of three cues: a rise in pitch, increased loudness or a difference in timing. In some trials all three cues were available to mark the difference between the pairs. The children had to listen to the pair of sounds and decide if the pairs were the same, for example 'baBA/baBA' or different 'baBA/Baba'. I wanted to find the smallest difference in pitch and loudness that the children could hear between the pairs of words. The children selected same (as shown in figure 1 by two cola bottles) or different (as shown in figure 1 by a cola bottle and a burger) on a computer. Visual feedback was given after each pair of sounds.

Task 2 – The focus sentence task examined the children's ability to hear pitch cues in meaningful sentences where they had to identify the most important word in a sentence. For example, in the sentence 'The *boy* is painting a boat' (see figure 2) the talker may place emphasis on a specific word, such as 'boy', by raising his or her voice pitch, using a louder voice and by saying the word for a bit longer (timing). Both natural sentences and



Figure 1 Example of task 1 whereby the child has to select same or different

manipulated sentences were used. Natural sentences had pitch, loudness and timing cues all available to the children to help them hear the emphasised word. In the manipulated sentences, only pitch cues were available so the child had to be able to hear pitch in order to hear the most important word.

Main findings

Most of the children were able to perceive pitch on task 1 and task 2 better when they wore their hearing aid in addition to their cochlear implant. However, the difference between the two conditions (cochlear implant alone versus cochlear implant plus hearing aid) was not statistically significant for either task. For task 2, the children were able to perceive the most important word significantly better in the naturally produced sentences where pitch, loudness and timing cues were available compared to the manipulated sentences where only pitch cues were available to emphasise the word. As the children were mostly unable to identify the most important words when only pitch cues were available (manipulated sentences), it suggests that the children were making use of timing cues to help

them instead. This means that they listened to which word was being said for slightly longer and this helped them to perceive stress and intonation.

Conclusions

Overall, a contralateral hearing aid may not significantly improve the perception of stress and intonation in all children with cochlear implants. However, the cochlear-implanted population is highly diverse, with large individual variation. Some children will benefit greatly from bimodal stimulation to perceive stress and intonation and also gain additional benefits such as localisation of sounds and music perception.

There does not appear to be a clear pattern of those children who will or will not benefit from the addition of a contralateral hearing aid to perceive stress and intonation. Therefore, if clinically appropriate, all children with a cochlear implant should be offered a contralateral hearing aid to exploit any residual hearing in the non-implanted ear.

Implications for Teachers of the Deaf

This research provides new information for ToDs about the possible advantages of wearing a hearing aid in addition to a cochlear implant for better stress and intonation perception for young deaf people in the UK. The National Institute for Health and Clinical Excellence (NICE) now recommends bilateral implantation for all deaf children who are clinically appropriate. Across the UK, cochlear implant centres are offering all young people on their programmes a sequential cochlear implant in line with NICE guidelines. Many young people are choosing not to have a second cochlear implant for a number of reasons. The information gained from this study can be used by ToDs to present to young people and their families to show that despite not wanting a second cochlear implant, by using a hearing aid in the contralateral ear, children can maximise residual low frequency hearing and valuable speech information such as stress and intonation can be gained.



Figure 2 Examples of the sentences children were presented with, for example ‘The boy is painting a boat’; ‘The man is driving a car’

In addition, ToDs could promote the trial of a hearing aid and help to evaluate the benefits in conjunction with speech and language therapists and audiologists.

Lauren Fry is a specialist speech and language therapist with Guy's and St Thomas' Auditory Implant Programme in London. She completed this research project as part of her MSc degree in neuroscience, language and communication at University College London during 2010–11.

Working with TAs

Brian Gale takes a look at the National Sensory Impairment Partnership guidance for schools on effective working with teaching assistants

If I didn't have any extra support in the classroom, I would detest school. Unthinkable. Arrrgh' (a pupil with a hearing impairment). I have heard many mainstream teachers express similar sentiments, and from personal experience we know of the outstanding contribution many teaching assistants (TAs) have made to the education of deaf children. Thus findings from research in 2009 that questioned the benefits of TAs came as a surprise to many, particularly with regard to the limited impact in improving pupil progress. Indeed, the research suggested that where TAs were inappropriately used by schools there could be a negative impact on pupil progress.

This issue was picked up in the Lamb Inquiry (2010), and in his response to the report's recommendations the Secretary of State asked the Training and Development Agency to produce guidance for schools on the effective use of TAs with regard to 'main types' of special educational needs (SEN).

Sensory impairment was not considered a 'main type' of SEN so once again the needs of this group of pupils were likely to be overlooked. Given the critical contribution TAs can make to the progress of pupils with sensory impairment, the National Sensory Impairment Partnership (NatSIP) decided to produce its own guidance.

While there is still little sign of the Department for Education (DfE) producing guidance for the main types of SEN, schools can find on the NatSIP website three sets of guidance covering TA support for hearing impairment, visual impairment and multi-sensory impairment. All three publications follow a similar format but have key differences to reflect the needs of the pupils.

The guidance on supporting deaf pupils has three main sections. The first describes the implications of deafness for learning and why TAs are needed. Although much of this may seem obvious it was felt that in times of financial stringency there is merit in re-emphasising key points to those who hold the purse strings.

The second section briefly describes the various roles of TAs and the knowledge and skills required to carry them out effectively. It also describes the role of communication support workers. The third section describes the measures that schools need to take to ensure effective working with TAs. It covers matters such as being clear about roles, clearly linking the work of the TA to learning outcomes and monitoring

impact, ensuring that there is time for planning and communication, facilitating effective partnership working and continuing professional development.

The guidance also contains a model job description and person specification that schools are able to download from the NatSIP website and carefully consider how it can be adapted to meet the needs of deaf pupils in their school. The job description and person specification are based on some very detailed work undertaken by the Children's Workforce Development Council in defining roles and competencies for those working with children with sensory impairments and other types of SEN.

To ensure that the guidance is as evidence based as possible we have drawn on findings from Ofsted reports such as *Workforce reform in schools: has it made a difference*, the DfE's deployment and impact of support staff project and the HMle for Scotland's report *Count Us In: achieving success for deaf pupils*. In its report on workforce reform Ofsted concludes, 'Members of the wider workforce who were well trained and deployed appropriately made a considerable difference to pupils' learning when they provided intervention for specific groups or individuals.'

The timing of the BATOD Conference in March gave NatSIP facilitator Lindsey Rousseau the chance to look at the guidance with Teachers of the Deaf in a conference workshop. The workshop explored and approved the purpose of the guidance and the importance of training TAs to support pupils in the right way. The range of experience of the teachers who were there contributed to some excellent practical examples of good practice, which will be included in the guidance.

Discussion around the selection of good TAs during the interview process has resulted in an additional page in the guidance about interview techniques and some suggested questions. The aim of looking more closely at TA recruitment and selection is to assist in matching the necessary competencies of TAs with real skills and ability in developing the independence and learning potential of pupils.

NatSIP hopes that teachers and TAs will find the TA guidance document a valuable resource in our mutual objective of improving outcomes for children with sensory impairment and their families. They are available on the NatSIP website – www.natsip.org.uk/

Brian Gale is Director of Policy and Campaigns at the National Deaf Children's Society.

Combating reading delay

Katherine Richardson's workshop focused on her intervention programme to develop deaf pupils' reading skills at secondary level



Research has shown that reading skills in deaf children are often delayed when compared to same-aged hearing peers and that this reading delay can continue throughout secondary school. The implications are that deaf adolescents have more difficulty accessing the curriculum as well as reading and accessing exam papers.

In 2009, I introduced a programme that aimed to help develop the reading skills of deaf secondary-aged pupils at Mary Hare School. The intervention ran for one year and the outcomes were investigated in order to determine the impact it had on the pupils' reading skills. As a consequence, I went on to research the factors affecting the reading abilities of deaf adolescents in completion of my Master's degree in 2011. The original reading intervention and outcomes achieved were published in the May 2010 edition of the BATOD Magazine.

The reading intervention programme has now successfully run for the last three years focusing on Key Stage 3. While the same aims and principles apply, new activities and resources have been added to ensure that the programme remains up to date.

The programme focuses on the following aspects: exam vocabulary, developing inference skills and working on overall reading comprehension. Pupils' ability to track text visually as they read, to increase their speed and scanning skills, is also a key component as well as exposing pupils to as many different types of text as possible.

At the end of the first year of the reading intervention I was able to compare the pupils' performance on a reading test pre- and post-intervention. The results were very positive and pupils receiving the intervention made more progress than those not receiving the intervention. Furthermore, all pupils made progress in

the speed at which they could track text. Eight of the ten targeted exam words were understood by the pupils and firmly established in formal and informal activities. In addition, their attitude to reading improved. This was measured through the means of a questionnaire.

One of the areas that the deaf teenagers were struggling with most was inference skills. Inference is a tricky concept and my interest in whether we can teach deaf teenagers about inference led me to devise a five-week programme for the same pupils involved in the reading intervention. In these sessions I explicitly teach the pupils what inference is, showing many examples and developing their skills in making assumptions. Useful resources include *The New Reading and Thinking* materials, the *Into Inference* programme by Wendy Rinaldi and the *I Say!* resource by Margaret Valery.

Another initiative which has started as a result of the reading intervention programme is the development of a study skills programme aimed to help Year 9 and 10 pupils identify their learning styles and improve their revision techniques. I found that while many of the pupils knew what a spider diagram was or had heard of a flow chart, they were not actually using these revision techniques when studying for exams. Practical sessions enabled the pupils to practise these skills while consolidating the exam vocabulary they had learnt in lessons.

The outcomes of the reading intervention programme continue to be very encouraging, considering that the pupils receiving the intervention have delayed literacy skills, often with additional difficulties such as dyslexia. Reading is such a complex process and many skills are required to become a proficient reader. Many deaf pupils enter secondary school with significant reading delays and they require further reading intervention not only to develop their literacy skills up to a level that will allow them to access the curriculum but also to access what is happening in the world around them.

The success of the reading intervention programme has reinforced the fact that, through exposure to and practice in specific literacy skills, deaf secondary-aged students are able to develop their reading skills. For more information please contact me at k.richardson@maryhare.org.uk.

Katherine Richardson is a specialist speech and language therapist and Head of Department at Mary Hare School.



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.

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

This programme for training teachers of deaf children is offered as a two-year distance education programme. Successful completion of this programme leads to the mandatory qualification as a qualified teacher of the deaf. Graduates from this programme can also progress to complete an MEd.

MEd/BPhEd/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 MEd/BPhEd 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.

Applications are now invited from experienced and qualified teachers for the programme commencing September 2012.

For further details and to apply online visit: www.birmingham.ac.uk/dise

Alternatively for informal enquiries or more information contact:

Dr Linda Wilson E: l.wilson@bham.ac.uk T: 0121 414 4876



Feeding the senses

A farm visit can be a great way to connect with nature, as **Alison Leach** discovered when she took children from a playscheme for deaf children to a farm near Birmingham

As a registered charity, BID Services works in partnership with deaf people and other community groups to help them achieve greater control over their lives. We run a number of activities for deaf children, and last August we operated a summer playscheme in Birmingham for deaf children aged between 8 and 14. The playscheme aims to provide accessible and enjoyable personal and social development opportunities and to help build a sense of deaf identity during childhood.

As part of the summer playscheme we took 11 children on a Let Nature Feed Your Senses farm visit with two British Sign Language (BSL) interpreters to help facilitate communication.

Let Nature Feed Your Senses is a scheme that provides free and accessible farm visits for disabled people – both children and adults. The aim is to help increase access to the countryside so that everyone can enjoy the benefits of connecting with nature.

The visit was arranged specifically for our group and we were the only people there. This was fantastic in itself as it meant that the visit was tailored to meet the needs of the children and we got the full benefit of host farmers Kate and Rob Adams's time. It also meant it was easier for me as the group leader to ensure the safety of the children as I didn't need to worry about them disappearing into crowds.

Kate and I had several conversations before the visit to ensure that we got the most out of the trip. I was really impressed with the attention to detail and it was great to work with someone who understood the needs of the group and who was so flexible.

When we arrived at the farm in the morning we were given a guided tour by Rob. The farm has a wide variety of animals that the children got to meet and stroke, including donkeys, horses, sheep, cows, chickens, geese and dogs! Rob and Kate explained to the children – with the support of our interpreters – how they look after the animals and the role that the animals play on the farm. Some of the children hadn't been to a farm before, so it was a great opportunity for them to get hands-on experience with a variety of animals. As well as being great fun for the children, it also helped them to gain a better understanding of how their food is produced and they learnt a lot during the day.

Spending time and interacting with the animals really helped to boost the children's self-confidence too. Some of them hadn't spent much time with animals



before and were a bit nervous at first, but soon they were smiling and laughing as they became more relaxed.

After seeing all the animals, we were able to enjoy a lovely lunch in the sun on the grounds of the farm. Even the simple act of eating our lunch together outside was a great bonding experience.

After lunch we were taken on a trailer ride of the grounds, which the children loved. It allowed them to see the fields and surrounding countryside and to feel the fresh air and wind on their faces.

Keeping children engaged can be difficult, particularly when you have a group of children of slightly different ages. However, throughout the day they behaved superbly and I think this was because there was so much for them to see, touch, smell and do!

Finding interesting and different things for the children to do on the playscheme on a tight budget can be a challenge, but the Let Nature Feed Your Senses farm visit ticked all the boxes. It was educational, while also being hands-on and active; it helped the children to connect with and appreciate their local countryside and it was great fun.

At the end of the playscheme we asked the children for their feedback on the activities, and the farm visit was one of the highest ranked that year. It is definitely something we would like to do again and I would highly recommend it.

Alison Leach is Projects Manager and Business Development Officer for BID Services and Birmingham Deaf Playscheme Co-ordinator.

Feature



Acting experience

In an interview with her ToD **Sue Key, Kirsty Clarke**, a Year 10 deaf student at Cromer Academy in Norfolk, describes how she attended a two-week residential acting course run by the National Youth Theatre

How did you come to hear about the National Youth Theatre (NYT)?

I was at drama club one night and they were congratulating someone there who had got in and they said it was a really good opportunity for anyone who wanted to get involved in theatre. Months went by and I forgot all about it and then my friend said she was going on an audition with NYT and I thought 'Oh, that's the name I remember... why not give it a try?'

What was the audition like?

We went for two workshops in the morning to see how we got on with people and how we worked as a team and then did the audition. It was from a play called *Defeat* by John Galsworthy, set in World War Two.

How did you feel when you heard you'd got a place?

They sent me an email and I just remember my whole body shaking because I wasn't even expecting to get in, and people don't usually get in first time. I was picked alongside 500 other young people out of over 4,400 people who auditioned.

It was pretty expensive though, so how did you raise the money to go?

I was shaking at my laptop when I read the expense. I didn't think I'd be able to afford it, so I did various car boot sales, getting up early at weekends, and sponsored walks and getting so many nice people to sponsor me. Then John Hurt gave me money... yeah, that was crazy – someone in that profession giving you money for something that you want to do. It was just so supportive.

How did you feel when it was getting near the time to go?

I was quite nervous because I didn't know what people would be like. I thought they would be typical drama people who thought they were so good but when I got there everyone was so friendly, it was easy to start talking to them. A lot of them were much older than me – 16 or 17 was the main age range and I'm only 14!

Were the teachers on the course helpful?

The staff were so nice. You could tell that they all knew what they were going to do and they taught us things I would never have considered before about drama. They were so good at what they did and you could tell that every minute you were with them.

Tell me a bit about the different types of workshops?

We were all on different courses. We had to try so many new things, like letting go, which was really hard to do, just forgetting you were you for a minute or two. Afterwards you felt quite scared because you weren't even aware you were someone different for a couple of minutes. For one exercise we all stood in different parts of the room and then music started playing and we had to move certain parts of our body to it and it was like something was jumping inside me, almost trying to get out. The other thing they showed us is that being a character isn't just how you say the words, it's how you *feel* when you are that person. You want to portray them in the way that they are, not how you are, just saying the lines.

There must have been some quite challenging moments?

The scariest thing was probably when we all arrived and I felt quite nervous because all these people were really good at drama and I haven't had that much experience. It was hard to let go at first. I thought 'Hang on, I've never done this before, this role isn't one I'm comfortable with', but that was the whole point, it's not you, you're not *meant* to be comfortable with it!

What was your best moment?

A lot of it was really exciting so it's a bit hard to choose but I think maybe it was our final performance. It was a really strong performance. It was all physical theatre, so you didn't have to worry about your lines, just what you were going to do. It looked amazing because we had 300 people all doing the same thing all at once, or all doing different things. My family came and there were 10,000 people or more for each performance because it was outside by the Thames. It was so much fun to do a big performance and we felt the whole two weeks had paid off. The time had gone so quickly.

What did you learn most from this experience?

What's going to stay with me is the fact that drama isn't just about you – it never is – it's teamwork and it's just important to be part of it and enjoy the part you have even though it might not be the main one. And also it's really important to grasp opportunities – don't just lie back, as you may only have this chance once so you might as well go for it.

A new VIEW

Judy Sanderson presents a profile of the association and outlines some of the recent improvements made to the organisation

VIEW, as I'm sure many of you know, is the vision impairment (VI) equivalent of BATOD, although BATOD is the older and somewhat larger organisation!

The Association for the Education and Welfare of those with Vision Impairment – working title VIEW – is the professional association for anyone whose work represents the interests and needs of children and young people with vision impairment across the UK. It is a membership association open to professionals and others with an interest in the field of visual impairment.

The current executive committee has been in place for 18 months now and has been working hard to update and raise the profile of VIEW – work still in progress.

To date we have put in place:

- a new improved website at www.viewweb.org.uk
- the facility to pay membership fees online and for members to receive an automatic reminder when their membership is about to expire
- members receiving a free copy of *Insight Magazine* (RNIB) which contains a 'VIEW Update' in each issue.
- mutually beneficial links with our sister organisation BATOD – VIEW attends BATOD NEC meetings, to be reciprocated in the near future.

VIEW is committed to defending standards of provision for children and young people with vision and sensory impairment and continues to contribute to policy responses and best practice standards through:

- membership of the National Sensory Impairment Partnership (NatSIP) and involvement in several projects, including work on emotional resilience and well-being, teaching assistant training and in relation to the Equality Act. Further details can be found at www.natsip.org.uk/
- working with Guide Dogs, NatSIP, the National Blind Children's Society (NBCS) and the Royal London Society for the Blind (RLSB) on producing and publishing a course for children and young people with VI called *Think Good Feel Good*, and a parents' course, *Parents as Partners – Promoting Well-being*
- liaison with BATOD, RNIB and other groups over joint issues involving sensory aspects, such as budget cuts and local authority service reorganisation
- responding as an organisation to the SEN Green Paper
- consultation with the Department for Education (DfE) on issues related to the Year 1 phonics screening check. The DfE guidance has now been produced and VIEW will be working with RNIB in refining these guidelines for 2013
- membership of Vision 2020 UK, including being a member of the National Low Vision Children's

sub-group and the Joint Initiatives Group working for children and young people with vision impairment which includes RNIB, NBCS, Sense, Action for the Blind, Guide Dogs and RLSB.

The VIEW Conference took place on 15 and 16 March 2012 at the Great Barr Hotel in Birmingham. We were very pleased to have as keynote speakers Dr Lea Hyvärinen, who spoke about the assessment of visual functioning for development and learning; Dr Maggie Woodhouse, who presented on a vision care programme for children and young people in special schools in Wales; Dr Andrew Blaikie, who shared information on diagnosing and responding to visual difficulties due to brain damage; and Steve McCall, who reflected on his long and illustrious career in the education of children with visual impairment. It was an event not to be missed with regard to continuing professional development, as the speakers were universally recognised as experts in their specialist field. We were equally pleased to say that the Conference was over-subscribed, with over 100 delegates attending.

To the future

These are uncertain times, with a speed of change that can seem very unsettling. The challenge for VIEW is probably the same as it is for BATOD: how can we – BATOD, VIEW, NDCS, NBCS, NatSIP, RNIB, RLSB, Sense, all of those organisations working with children and young people with sensory impairment – influence change? How can we make the right choices – those that lead to better life outcomes for these young people – as the private, public and charitable sectors face unprecedented challenges and changes?

For the future, VIEW will be looking to continue its involvement in the national agenda and in local activities and to work in partnership with any organisation that can contribute to better outcomes and life chances for these children and young people.

If you have advanced teachers or qualified teachers of the visually impaired in your service/establishment who are not yet members of VIEW, then please encourage them to visit our website at www.viewweb.org.uk and download the application form.

Judy Sanderson is a Co-Chair of VIEW.

Executive Committee of VIEW

Co-Chairs: Gillian Coles, Judy Sanderson
Secretary: Rory Cobb
Treasurer: Paula Scott

Approaching higher education

Jo Saunders introduces her advice guide for parents and professionals supporting students in their transition to university

My role as a Teacher of the Deaf in a specialist college for the deaf includes working with deaf students in further and higher education. Through my work in higher education over the past few years I became aware that the type of support available to deaf students is not always the same. While all institutions are required to make appropriate adjustments to enable students to access courses, the extent of the support varies between higher education institutions. Some deaf students get the support of notetakers and BSL interpreters, whereas other universities additionally provide specialist teaching, tutors to support language skills, notetakers qualified to take notes specifically for deaf students, and tutorials with that notetaker, monitoring, study skills sessions and so on. Such variations in the type and level of support can affect deaf students' confidence and ability to approach the tasks required for them to succeed at university. Therefore it is essential that students consider how a particular university will meet their own support needs.

As a research study for my MEd, I decided to investigate the support that exists for deaf students in making the transition between schools or further education institutions and the start of higher education courses. The study explored the issues that deaf students may need to consider when applying for university and looked at the support that a sample group of deaf students received in their preparations for higher education. Through questionnaires and a case study, data was collected about the transition process the students had been through. The aim was to create an advice guide that could be used by professionals and parents in the future to offer support to other deaf students in their transition to higher education.

The Advice Guide

Introduction

The aim of this guide is to support professionals and parents who are working with students on applications for higher education. It aims to bring awareness of factors that deaf students may need to consider to help them make informed choices about courses and institutions and to help prepare them for the academic study that will be required and the support available at university.

Communication and deafness

This guide is not specific to a type of communication method used or a level of deafness, but aims to

point out general issues for the diverse population of deaf students. Therefore some of the points may not apply to all students. The heterogeneous nature of deaf students and their learning styles makes each student an individual in terms of support needs.

Making the application

- Level of course – investigate different types of courses. A foundation degree with future links to a full degree may be more appropriate for some students. Over the past ten years foundation degrees have become increasingly popular with deaf students. A foundation degree may offer a gentler incline to the academic language demanded by a full degree.
- Declare the disability on the UCAS form. In the 'special needs' section you could draw attention to the student's communication method and how he or she might access lectures. 'Consent to share DSA arrangements': tick this box so that information is passed to the disability offices at the universities.

Visiting universities

- Visit several colleges, not just one (deaf students will be more likely to be able to make comparisons if they can visualise the institutions and courses). Some university disability offices are happy to organise more informal open days for individual students.
- Contact the disability office in advance of open days or interviews. Has the institution made arrangements for the provision of an interpreter and/or a disability officer to meet the student? Could this be a significant pointer to the awareness of the institution in supporting deaf students?
- Ask about the availability of support – although the institution may intend to provide support, in practice it may be difficult to find enough BSL interpreters/communication support workers/notetakers to cover the student's needs.
- Look at a range of linguistic access methods possible at that university. Talk to the disability office about past experience in supporting deaf students. What support would they expect to put in place?
- How will the university be prepared for a deaf student on this course? For example, who will deliver deaf awareness training to lecturers in advance of the start of the course? How will the student be able to have direct communication with his/her course tutor?

- Ask about additional tutorials for going through lecture notes and for language support if the student currently uses them. Would there be the possibility of a tutor to help plan assignments?
- Assessment for the course – will there be extra time in examinations, or modified papers? Can a BSL user be assessed through BSL delivery? Could writing be assessed in a less formal way, for example writing a blog rather than an essay?
- What arrangements could be made to enable the student to feel included? For example, BSL learning for peers, deaf awareness for peers, social group for deaf students.
- What will the institution do if the support requirements go over the Disabled Students' Allowance (DSA) amount? How would a shortfall be met? For a BSL user it is likely that the costs of BSL interpretation in lectures and notetakers will exceed the DSA non-medical helpers' allowance of £20,520.

Considerations for accepting a place

- Is the disability office aware of the needs of the deaf student? Is support available?
- Consider the importance of a deaf peer group – having a social life could be the most important factor in a student's contentment at university.
- Accommodation – it can be easy for a deaf student to feel socially excluded and accommodation choices could affect this. For example, living at home or away from other students may make it more difficult for him/her to take part in social activities. Consideration should be given to where the student would happily live early on in the process. If the student decides on halls of residence would he/she want fellow students to be deaf aware? How would this be organised? In halls of residence a deaf student may be entitled to a disabled room, which is normally bigger, for the same cost as a standard room.

Preparing the student for university

- DSA assessment – does the assessor have specific experience of deaf students' assessments? Is the student able to explain all of his/her requirements in the DSA assessment? An additional person who knows the student and his/her learning needs could sit in on the assessment to make sure that all support requirements are explained and detailed accurately.
- Is the student aware of his/her own support needs? Is he/she able to explain his/her styles of learning independently?
- Is the student prepared for the difference in academic language that he/she will meet on the course? How will he/she cope with this?
- Has the student got a printout and understanding of his/her audiogram? This could be useful, for

example, if a radio aid is required or in showing proof of disability.

- Independent travel training. While a student may be happy to travel to an interview or open day with the support of another person, he/she may require practice in independent travel before managing the journey confidently in the future, learning, for example, how to cope with unexpected situations on public transport.

Arrival at university

- The student should visit the disability office – make the office aware that he/she is there and when he/she first needs to be supported.
- Does the student have the name and contact details of someone at the disability office he/she can come to with issues?
- Equipment from DSA – when will it arrive?

Additional information

Useful information and organisation contact details can be found on the Disability Alliance website www.disabilityalliance.org/skillintohe.pdf

Jo Saunders is a Teacher of the Deaf at Exeter Royal Academy for Deaf Education.

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.

Cheque-paying members are reminded that their subscription is due on August 1st. Please contact the Membership Secretary as soon as possible if you have not already done so: members@batod.org.uk

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 >> The Association >> BATOD membership >> back-subscriptions information

Encourage your colleagues, SENCO, classroom assistants to join BATOD and enjoy the benefits of membership.

BATOD membership

Me too!

With the focus very much on sport in this Olympic year, a new project from NDCS is helping to ensure that deaf children and young people are included in all sporting and leisure activities

Back in 2007 the National Deaf Children's Society (NDCS) knew of only four deaf-friendly football clubs to which it could signpost deaf children and young people to take part in regular sporting activity. Following a grant from The Football Foundation and support from Phonak UK and Sportmatch, a five-year project called Deaf-Friendly Football Clubs was launched. The project has:

- engaged over 1,500 deaf children and young people in football
- provided training to over 650 football coaches on how to be deaf friendly and developed BSL for football skills
- signed up 100 clubs to the Deaf-Friendly Football Club pledge.

Now that the football project is coming to an end, the NDCS's Me2 project, launched in 2010, is widening the provision to support all leisure activities in becoming deaf friendly.

The project team has worked with a range of leisure providers, from Girlguiding UK to the Scout Association, the Rugby Football Union to the Amateur Swimming Association and the Arts Council. The project encourages leisure providers from national and regional level, through to local clubs to take small and simple steps to break down the communication barriers and become genuinely inclusive for deaf children and young people. Organisations are encouraged to sign up to the Me2 pledge, and to date over 200 leisure organisations have just done that! The pledge says organisations will:

- be deaf friendly
- promote effective communication
- recognise the abilities of all deaf children and young people
- provide equal playing and social opportunities for all.

NDCS supports the organisations that sign up with:

- information and resources, including the Me2 *Making activities deaf friendly* booklet and activity-specific resources such as *A guide to deaf-friendly rugby union* and *Deaf-friendly Scouting*
- advice and support
- free training on deaf awareness and communication
- help with advertising deaf-friendly activities to deaf children and young people, including a listing on the Me2 database of activities
- professional membership of NDCS.

The Me2 project team wants to ensure that deaf children and young people are at the heart of the

project and that their voices are heard through:

- telling us what clubs they would like to go to but can't – so that we can work with the club leaders to support them to be deaf friendly
- encouraging the clubs they attend to sign up! There may be other deaf children and young people locally who would like to go, but who worry that the club is not deaf friendly
- becoming 'mystery shoppers' and visiting clubs that have signed up to check that they meet our requirements through the Me2 checklist!

Unfortunately we still hear of lots of families who have negative experiences of mainstream leisure activities. It is our responsibility to campaign locally and work with families and activity providers to change attitudes and give them the skills and confidence to include deaf children in their activities.

There are also two new projects on the horizon! The Deaf-Friendly Swimming project is a partnership between NDCS and British Swimming and in June 2012 will see the launch of a resource for swimming teachers, coaches and parents. This will be followed by a dedicated Deaf-Friendly Arts resource, which will be piloted in Northern Ireland in July 2012. We want to engage more deaf children and young people over the coming months to raise the profile – especially as sporting activities are high on the agenda on the eve of the Olympics and Paralympics.

We want your help to encourage deaf children and young people to say 'Me too!' and to help us to break down the barriers to mainstream leisure activities.

For more information about the Me2 project contact me2@ndcs.org.uk call 0121 234 9820 (voice/text) or visit the website at www.ndcs.org.uk/me2/

Feedback from courses

'Yes, it was excellent. I have had such an enjoyable and informative day. I feel much more confident and would like to improve my knowledge and understanding.'

'All round it was very helpful and informative. I will be taking back the ideas and new ways of thinking to see how I can make the swim school more inclusive to deaf children.'

'I learnt a lot about deafness and gained confidence that our club is inclusive and safe for deaf members.'



Scottish reflections

Rachel O'Neill files her report from the Scottish Sensory Centre Conference held in Edinburgh on 12 March

Last year the Scottish Sensory Centre (SSC) was threatened with closure but due to strong support for its work the Scottish Government has committed the same level of funding as last year (75% of the total core grant). Last year the University of Edinburgh provided 25% of the total core funding but this has not been continued for 2012–13. The Conference – Reflecting on Deaf Education: Current Research and Practice – was a reminder of the importance of the SSC's work in Scotland over the past 21 years: providing up-to-date research reports and stimulating discussion among teachers, classroom assistants and parents. The SSC is based in the Moray House School of Education in the University of Edinburgh and has close links with a wide range of voluntary and statutory organisations across Scotland.

Of the 150 delegates that attended, most were ToDs from Scotland but there was a contingent of researchers from England, Norway and Sweden and some members of the deaf community involved in research or projects linked to deaf education.

The first paper was from Deaf Achievement Scotland (DAS), a research project that has run from 2010–12 funded by the Nuffield Foundation. This research follows up a large survey which took place every year in Scotland from 2000–05, the Achievements of Deaf Pupils in Scotland (ADPS) study. Julie Arendt and I presented the DAS findings so far.

The study aims to compare academic, social and vocational outcomes for deaf young people with those in the wider population of young adults who have left school aged 16–28 in Scotland. It is also exploring how patterns of intervention, support and educational method relate to outcomes for deaf young people. A further aim, which has proved more difficult to achieve, was to find out more about the group of deaf young people who are not in education, employment or training when they are 16–19, called NEET in England but in Scotland rather euphemistically named More Choices, More Chances.

The initial results showed that mildly deaf pupils have very variable outcomes at S4 (age 15–16) and that pupils with cochlear implants had done very well in the exam system. This may have been because they were entered for more exams. Further details will be published in journal articles in the next few months and summaries will then appear on the project's website.

Cathy Rhoten, Director of the Outreach Services from

the Western Pennsylvania School for the Deaf, gave a passionate speech on accountability. She explained the efforts that the school and outreach services have made since 1999 to raise standards and track the achievement of each cohort through the school. Her view of accountability was to present this data and recommendations to teachers, parents and young people. The school has implemented a wide range of approaches to improving attainment and personalising the curriculum.

Professor Terezinha Nunes from the University of Oxford gave a presentation about an intervention study in maths in the early primary years. She highlighted three basic concepts which many hearing children understand before starting primary school: the inverse relationship between adding and subtracting, additive composition (for example, using 10p plus 7 x 1p to make 17p), and the correspondence between one to one and one to many (ie the basis of thinking about multiplication, counting several groups with the same numbers of an item). Her intervention had long-term effects in boosting the pupils' skills so that their understanding at this early stage was much more in line with hearing children. Professor Nunes suggested that it was deaf children's lack of exposure to maths conversations pre-school which led to this early deficit. Her optimistic message was that these difficulties could be made up by careful work in early years settings.

The last speaker was Professor Marc Marschark who is co-researcher on the Deaf Achievement Scotland research and honorary Professor of Deaf Education at Moray House School of Education. Marc tackled a wide range of myths in deaf education and showed there was not research evidence to support them: for example, that Cued Speech helps with reading skills, that sign language use interferes with speech development, that simultaneous communication (what we call Total Communication) has a negative impact on reading and attainment, that bilingual programmes lead to better educational attainment and that auditory verbal therapy has better outcomes for spoken language development. In all cases Marc showed that the evidence didn't support these often strongly held beliefs among practitioners. He concluded that deaf children had different experiences of learning which teachers needed to use, and that research studies should be interpreted more carefully.

Rachel O'Neill is a lecturer in deaf education at Moray House School of Education, University of Edinburgh.

Celebrating STARS

As the Tyneside programme of out-of-school activities for deaf children and their families reaches its tenth anniversary, **Jan Wilson** reflects on its success story

Children do not forget the good things in life and, just as we had got to grips with a new year and got our heads are down, we were reminded by a deaf toddler's mum, an 11-year-old cochlear implant wearer starting at high school and a sixth form student that we'd better get a move on and organise our next STARS meetings. There is no rest for the wicked!

This caused us to reflect on the success of our STARS groups and their longevity. They have developed over time to suit the needs of the current population of hearing aid users and their families and are one of the success stories of our sensory service in North Tyneside. STARS is the name we give to our out-of-school 'club' for deaf children and their families. It is run voluntarily by the Teachers of the Deaf after school or on Saturdays and we now aim to run at least one activity per term for each of the age groups from 0–19.

In 2001 we identified a problem for our thriving pre-school group, which met weekly at a local toy library – the group disbanded when the children entered school. These children and their families missed the support that this close group offered them; the chance to discuss and share experiences and difficulties with each other in the roller coaster life of bringing up a deaf child. These children often went on to become the sole deaf child in their local mainstream school, which can be an isolating experience.

We started small and offered STARS for children in primary education. Initially we worked with the children after school while their parents met for coffee and conversation next door. We had no money at this time – just our own purses – so activities were limited to art, craft, cooking, sports, board games and quizzes. We developed our own social skills programme with these children, and then TeenSTARS developed from this group as they graduated into secondary education. We have with us young people who started in STARS and are today coming back to help with babySTARS and act as role models there.

Over the years funding has grown with us and allowed us to offer more challenging and unusual activities. We have been supported by the local Mayor's well-being fund, local businesses and family fundraising. Last year funds allowed us to take STARS families to the pantomime at Christmas, to

hold a TeenSTAR bowling and pizza night, to spend an afternoon being inventive and crafty with recycled materials and to visit Beamish Open Air Museum. Our babySTARS made music at the Sage (a music and arts centre in Gateshead), looked at the Christmas lights and played at the Alan Shearer Activity Centre for children with disability.

Although we have more money now and our activities have developed over the years, we try not to forget our initial reasons for setting up STARS. We hold in the front of our minds that activities:

- have to allow for maximum social interaction for parents and children
- should be family led (with staff taking a back seat when appropriate)
- do not have to involve large sums of money
- should be fun for children, families, staff and volunteers.

Some years have been more successful than others; some years we have greater numbers attending and some years individual parents show greater commitment and support to the group. There have been some activities offered which have not been well attended. We have tried several times to organise a Saturday session on well-being with our 9–13 year olds but it has never got off the ground.

Overall, we would describe STARS as an extraordinary and positive addition to our sensory service. We know it has made a difference to many families with deaf children. Service audits highlight that parents understand its benefits and hold it in high regard. Their gratitude and increased well-being are reward for the time and effort put in by staff members over and above their statutory commitment to the service.

So, these are the lessons we have learnt and would like to share with you:

- Don't give up if numbers are low at times or money is hard to find.
- Fundraising isn't easy but you can offer a lot of activities on a shoestring.
- Have the courage to seek the best for the children in your care!

If this has inspired you and you'd like to find out more we would be happy to hear from you at the service.

Jan Wilson is a team leader and Teacher of the Deaf with North Tyneside Sensory Service.

Think Right Feel Good

Bob Denman has details of a new short course promoting well-being in deaf young people



Recent collaboration between Guide Dogs, the National Deaf Children's Society (NDCS) and the National Sensory Impairment Partnership (NatSIP) has resulted in the publication of *Think Right Feel Good – A short course for promoting well-being in deaf young people*.

This resource, designed for use by educational professionals experienced in working with small groups of secondary-aged deaf young people, is intended to contribute to the development of emotional, social and personal competencies and to complement the support that schools provide, for example through the Social and Emotional Aspects of Learning programmes.

The course was prepared in response to the significant interest expressed by Teachers of the Deaf in the Guide Dogs' *Think Right Feel Good* course for young people with visual impairment. It also took full account of the review commissioned as part of the Government's Foresight Project, which concluded that deaf young people are at greater risk in the development of their well-being than their hearing peers, taking into consideration the implications of deafness for communication, education, employment and identity.

Although *Think Right Feel Good* for deaf young people is based on the original Guide Dogs' course framework, it has been heavily influenced and enriched by the extensive programme of resources within the NDCS publication *Healthy Minds*.

The course was thoroughly piloted with very encouraging feedback from both facilitators and course participants, the young people's overall ratings averaging a highly positive 8.1 on a scale of 1–10.

In terms of structure, the course programme is set out in three two-hour sessions but it has the flexibility to be delivered over an extended number of shorter sessions, which, for schools operating a resource base for deaf pupils, allows it to be delivered more easily during school lesson time.

The materials are presented session by session within the course booklet, each containing an overview and purpose, programme guidance with approximate timings, handouts and additional facilitators' notes to provide further background information which may be helpful for those delivering the course. A CD is also included in the booklet, with pdf and Microsoft Word versions of the course, as well as separate files for the programme guidance, the handouts and the facilitators' notes for each session to facilitate copying.

A hard copy of the course booklet is available free of charge from Guide Dogs (email: ileen.ferguson@guidedogs.org.uk) and an electronic version can be downloaded from the following websites:

- www.guidedogs.org.uk
- www.ndcs.org.uk
- www.natsip.org.uk/

NatSIP is keen to gather further evidence of the programme's value to inform the Emotional Resilience/Well-being strand of its Department for Education's voluntary and community sector funded project, which aims to improve outcomes for children and young people with sensory impairment. The support of any services or organisations interested in delivering the course and feeding back the evaluations on the forms contained within the course materials would be very much appreciated. For further details please refer to the NatSIP website or contact bob_denman@lineone.net.

Bob Denman is a consultant with the National Sensory Impairment Partnership (NatSIP).

Comments on the course

'I really like it...I wish it could be on every day.'

'It's made me more confident.'

'It was so good and I've never heard of it before.'

'I know I'm not the only one with hearing loss. It gives a chance to meet other people and find out how they feel.'

'It was interesting to do fun things and to know more about each other.'

(Course participants)

'I think this is an excellent resource for use with deaf children.'

'The material sits well in positive deaf identity work.'

'We will do further work leading on from this on quite sensitive matters that have arisen.'

'My group just love gathering together.'

(Course facilitators)

The CRIDE statistics

Steve Powers highlights some key findings from the CRIDE 2011 survey on educational provision for deaf children in England

In 2011 the Consortium for Research into Deaf Education (CRIDE) conducted a UK-wide survey on educational staffing and service provision for deaf children in the 2010–11 financial year. This article reports just a small selection of the main findings for England – largely without comment. A fuller report including a commentary is available on the BATOD website www.batod.org.uk/admin.php?id=/publications/survey/CRIDE22011.pdf/ Data on Scotland, Wales and Northern Ireland will become available in due course.

Responses were received from 130 services in England (from a total of 134 – a response rate of 97% of services) covering 148 local authority areas. Not all services responded to all questions.

Part 1: Overall number of deaf children in England

Services were asked to give details of deaf children with *sensorineural and permanent conductive deafness, including those with unilateral deafness* who 'belonged' to the service (ie those who lived in the local authority). Some services gave a total figure which differed from the sum of their component figures (usually because they could not provide a complete age breakdown). In these and similar cases we have used the higher figure available as the 'adjusted total'.

Based on responses from 126 services the adjusted total number of deaf children in England at the time of the survey was 34,927. Given the absence of data from eight services and incomplete information from other services the actual figure would have been greater than this. Unadjusted figures are set out below.

Table 1 Number of deaf children 'belonging' by age group (126 services)

Age group	Number of deaf children	Percentage of total
Pre-school	4,672	14%
Primary	13,996	43%
Secondary	11,763	36%
Post-16 in school	1,571	5%
Post-16 not in school but in education	652	2%
Total	32,654	

On those deaf children with auditory neuropathy, data from 93 services gave a total of 391 – indicating a prevalence rate of auditory neuropathy of approximately 1.5% of all deaf children. The highest incidence in a single service was 35, and the average number per

Table 2 Number of deaf children 'belonging' by level of deafness (126 services)

Level of deafness	Number of deaf children	Percentage of total
Unilateral	4,955	16%
Mild	9,301	30%
Moderate	10,078	32%
Severe	3,226	10%
Profound	3,703	12%
Total	31,263	

service was approximately four. Given the difficulties in identifying auditory neuropathy all these figures should be treated with caution.

Part 2: Number of deaf children supported

As well as looking at the number of deaf children who live in a local authority, the survey also asked about deaf children who were supported by the service. Based on responses from 123 services there were 31,067 deaf children receiving support from their local service.

Table 3 Number of deaf children being supported by age group (123 services)

Age group	Number of deaf children	Percentage of total
Pre-school	4,564	15%
Primary	13,227	43%
Secondary	11,394	37%
Post-16 in school	1,420	5%
Post-16 not in school but in education	462	1%
Total	31,067	

Part 3: Teachers of the Deaf

Returns from 130 services reported 1,162.5 full-time equivalent (FTE) Teachers of the Deaf working in England. Of these 91% had the ToD qualification. In addition there were 34 vacant posts, of which 23 were frozen. It is important to remember that this survey did not include special schools for deaf children, therefore ToDs working in these schools are not included in these figures.

Out of the 1,162.5 FTE ToDs, 718.3 (62%) were working as visiting teachers, and 444.3 (38%) in resource provisions. 22% of services employed two or fewer visiting FTE ToDs; 10% employed one or fewer.

In 18 services (14%) each visiting ToD was supporting on average 80 or more deaf children; in seven services (5%) each visiting ToD was supporting on average 100 or more deaf children.

Nineteen services (15%) reported they had frozen vacancies for ToDs, amounting to a total of 17.6 FTE posts. The service with the biggest freeze had frozen 2.2 FTE posts.

Of the six services that had sought to appoint visiting ToDs over the previous 12 months, five reported difficulties in recruiting (four of these referring to a lack of suitably qualified candidates).

Part 4: Other specialist staff

The survey reported 1,249.5 FTE additional specialist support staff supporting deaf children in England. The most common role was teaching assistant followed by communication support worker. These specialist staff sometimes work in resource provisions, sometimes in a peripatetic role. A range of other roles were mentioned, including social workers, language tutors, inclusion workers, bilingual staff, administration assistants and transition staff – but returns to the survey did not provide accurate FTE figures for these staff.

It appears that the majority of services no longer directly manage teaching assistants or other support staff based in schools to support named pupils. 18% of resource provisions provided outreach support to other schools, amounting to a total of 9.2 FTE staffing time.

Table 4: Number of specialist support staff overall by role (130 services)

Age group	Number of staff (FTE)	Percentage of total
Teaching assistants/ Classroom support assistants etc	720.9	58%
Communication support workers/Interpreters/ Communicators etc	337.1	27%
Deaf instructors/Deaf role models/Sign language instructors etc	86.1	7%
Educational audiologists/ Technicians etc	65.4	5%
Speech and language therapists	29.4	2%
Family support workers	10.8	0.9%
Total	1,249.5	

Part 5: Allocation of resources

Out of 128 services, 119 (93%) reported using a standardised method for determining the level of support given to deaf children. Of these, three-quarters used NatSIP (National Sensory Impairment Partnership) or similar criteria; a quarter were using locally developed criteria. The full report (available on the BATOD website) provides information on the type of support provided to different categories of deaf children.

The findings indicate that a large majority of peripatetic specialist support services are still funded centrally by the local authority. The overall picture is complicated.

In light of considerable concern over the impact of academies, the survey asked whether funding for support for non-statemented deaf children in academies had been retained by the local authority. This was the case in 73% of the 116 services which answered. In most cases where funding had not been retained the academy was being charged for the service in some way. Three services indicated that they were only providing a monitoring service for deaf children in academies. The survey was conducted at a time of considerable confusion on this issue. However, the Department for Education has now made clear that local authorities will not lose funding for SEN services as a result of the academies programme; specialist support for deaf children in academies should be funded in the exact same way as that for children in maintained schools. With regard to funding for resource provisions, 51% of relevant services reported that this was delegated to schools, 37% of services reported that this was held centrally, and 12% of services reported a mixed picture. In the context of concerns over spending reductions the survey asked about changes in staffing levels and overall quality of service provided to deaf children. These findings can be seen in the main report.

Dr Steve Powers was formerly of the University of Birmingham and writes on behalf of the CRIDE committee.

BSL Corpus goes online

A unique collection of language recordings of British Sign Language is now available online

An important development has been made in a project that may be familiar to some BATOD Magazine readers from news pieces over the last few years. The Deafness Cognition and Language Research Centre (DCAL) based at University College London (UCL) is pleased to announce that data from the British Sign Language Corpus Project (BSLCP) can now be accessed by all.

BSL language recordings

Available on the website <http://bslcorpusproject.org/data> this resource will continue to develop to become the first national computerised and publicly accessible BSL corpus – a unique collection of language recordings of British Sign Language. The recordings will be of enormous benefit to students and teachers of BSL and to sign language interpreters across the country, leading to improved services for deaf people that will better ensure their full participation in society.

The BSLCP was funded from 2008–11 by the Economic and Social Research Council (ESRC) and led by staff at DCAL. Project partners are from Bangor University (Wales), Heriot-Watt University (Scotland), Queen's University Belfast (Northern Ireland) and the University of Bristol (England).

The collection of video recordings shows 249 deaf men and women of different ages and backgrounds conversing in BSL with each other in pairs. They answer questions, tell stories and show their signs for 102 key concepts. The filming took place in eight cities across the UK to reflect regional variation within BSL.

Anyone can watch the video clips under the data section of the website – www.bslcorpusproject.org/data/ For general visitors, clicking on the image on the left is recommended. Those with a research or teaching interest can access more information via the image on the right. This takes visitors to UCL's CAVA website where anyone can view or download clips and where researchers can register for a licence to access restricted data.

BSL SignBank

The database which contains the different sign variants produced as part of the BSL Corpus Project is now being used by DCAL to produce an online dictionary and grammar reference for BSL. This will be the first online dictionary and grammar reference to be based on a large corpus for any sign language. Work on these unique reference tools should be completed by 2015.

Wider implications

In addition to practical applications in the UK, the web-based corpus video data is set to contribute significantly to international linguistics research. It will also be a valuable resource for people with an interest in technology, particularly those working towards automatic sign language recognition (the signed equivalent of voice recognition) and the development of virtual signers, ie signing avatars.

Current BSLCP Director Dr Kearsy Cormier explains, 'We are very pleased that the BSL corpus video data is now freely available worldwide; this was one of the main aims of the project, but the work is by no means completed. In the future, annotations and translations of the data will be made available online to bring this resource closer to what we mean by a "corpus" today in linguistic research. These annotations will allow anyone to search for specific signs quickly and facilitate peer reviews of claims about BSL structure and use among researchers.'

'Another aim was to use the data to study why BSL varies and how it is changing, and to investigate frequency of BSL signs – to find out which signs are the most common in conversation. These completed studies represent an important first step towards a better understanding of variation and change and lexical frequency in BSL.'

Former BSLCP Project Director, Dr Adam Schembri (now based at La Trobe University, Australia), explains further, 'We expect the BSLCP will contribute to wider research in the field of linguistics worldwide. Internationally the BSL corpus is one of only a few large sign language corpus projects (along with projects in Australia, the Netherlands and Germany) and it's the second to have video data available online (after the Netherlands).'

Professor Bencie Woll, DCAL Director, expands on the significance of the work, 'DCAL hopes the BSLCP video data will lead directly to improved sign language teaching and improvements in training BSL teachers, sign language interpreters and teachers of deaf children. But the BSLCP findings have the potential for much broader impact. Already there are follow-on projects in DCAL making use of the data, which are helping to extend ongoing work on production, comprehension, processing, acquisition and neural bases of BSL.'

A version of this article was published in the DCAL eNewsletter, Issue 10, January 2012.

Seeing the sound

Nicholas Orpin explains how Cued Speech can help deaf children in mainstream schools to learn a modern foreign language

When the Government launched the English Baccalaureate (EBac) in 2011, the Department for Education's website announced, 'The subjects we have included are designed to ensure that all pupils have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to them in terms of future progression.' The EBac subjects are: mathematics, English, physics, biology, chemistry, geography, history and languages.

As students and those who support them are all working hard to ensure that doors are held firmly open, how can we give deaf children studying the full curriculum equal access to foreign languages with the chance to obtain GCSEs and the English Baccalaureate?

Even with the greatest will in the world and the best technology available, the problem for deaf students is always going to be around access to the very foundation of spoken language – the sound. Deaf children typically have restricted exposure to spoken English even when it is their home language, so the chance of starting, say, French classes with knowledge and experience of how it sounds is greatly reduced.

However, this situation could be a great opportunity to introduce the sounds or phonemes of a new language in a totally accessible way, by teaching them visually. The introduction of a visual and kinaesthetic cue could also help hearing pupils. The French teacher could be blue in the face before the average 11 year old in class truly believes that 'rue' and 'roue' sound *complètement différent*, but they could see in an instant the difference of a hand being placed at the chin or at the throat to demonstrate it. By 'seeing the sound', the pupil starts to build a mental picture of the language, and the process of learning and internalising it can really start.

There are several manual systems in use but only Cued Speech has been adapted from its original American English form into over 60 languages and dialects. A cued language system uses a combination of (typically seven to eight) handshapes to represent the consonants and (typically four to five) positions near the face for the vowel sounds.

This adaptation into other languages means that common sounds between languages normally have the same handshape or position. A quick look at the French 'code LPC' www.alpc.asso.fr/code01-c.htm#02 shows that 19 of the 24 consonants are exactly the

same in French and English! By teaching French with the help of 'le code LPC' it becomes equally accessible for deaf children and possibly a whole lot easier for hearing children too.

Good practice in the classroom

First, the 'cues' of the target language will need to be learnt, usually by the communication support worker or the teaching assistant supporting the deaf pupil in the class. Alternatively, as said before, the cues can be learnt by the class teacher who can then integrate them as a teaching tool to benefit everyone.

The cues can be used at different levels – to clarify a specific phoneme and to distinguish one word from another (for example, 'rue' from 'roue'), or for complete access to what is being said (for example, the teacher talking, a pre-recorded listening exercise, pupils speaking).

Moreover, students who have Cued Speech support in class can also benefit from it for the listening and speaking parts of their exams too. An experienced cuer who cues the voice of the speaker/examiner is called a transliterator. Inevitably it takes many months to reach a level of 'cueing' to be able to transliterate. Win Burton of the Cued Speech Association is a fluent cuer in English and French and in February 2012 she supported a profoundly deaf girl in the speaking part of the pupil's French GCSE. She says, 'My role was fairly straightforward as the student had prepared very well. I was there to make sure she "saw" every sound of every word said by the examiner.' The pupil attained an A*.

My experience tells me that enthusiastic teachers and support workers don't shy away from learning something new, but rather they embrace it and are excited by it. Cued Speech doesn't necessarily take long to learn either. Research in the Spanish version, '*la palabra complementada*' found that a novice cuer reached a fluent level in just three months. So if you have already got experience in a second language, learning to cue in it could turn out to be absolutely invaluable to a deaf child you know.

Beyond the classroom

Of course, some children are growing up in a household with more than one language. Cued language means that profoundly deaf children don't have to miss out, as there is no need to lower expectations around linguistic goals, even when the child's hearing isn't fully restored through an implant or hearing aids.

Feature



Tina Kirwin is a qualified teacher of deaf children and has been the Literacy Co-ordinator and Senior Teacher within the Management Team of the Manchester Hearing Needs Service for the last seven years. In 2009 she said, 'In Manchester, Cued Speech is successfully used with pupils aged from six months to 16 years both in schools and in the home. The pupils' home languages include

British Sign Language (BSL), Polish, Arabic, Nigerian dialects, Somalian and Urdu. The benefits include improved lip-reading of both their home language and English and the production of spoken English.'

So, deaf children can have it all. They can grow up in the spoken language of the home and learn other languages at school. In fact, they can successfully learn as many languages as they like; they just need someone to show them.

At the time of writing Nicholas Orpin was Development and Fundraising Officer with the Cued Speech Association UK. He is now working for Hearing Dogs for Deaf People.

Searching for a QToD?

**Get fast results
advertise on the BATOD
website
Situations Vacant
£225.00**

email your Word file to
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.

BATOD value for money advertising BATOD



The Connevens Guide to Spring Cleaning your Equipment Cupboard

TO DO LIST

- Send FP35 testbox to Connevens for calibration
- Order a service visit for your classroom or hall soundfield
- Begin fault finding for equipment to be returned for repair/service over the summer
- Start planning equipment order for start of new term in September
- Check diary for Thursday 21st June for visit to Connevens for update workshop

Whether it is radio aid systems, testboxes or classroom soundfield, we can help you make sure your equipment is ready for the rigours of the new school term.

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 Testboxes should be calibrated annually and if you've not yet had the V6.3 software upgrade, combine the two and save time and money.

Book a FREE training day – an ideal opportunity to improve working knowledge of equipment as part of your professional development! Full or half day sessions, fm systems or testboxes – collect together some colleagues and we'll tailor a workshop just for you.





Call: 01737 247571 Fax: 01737 223475
Email: sales@connevens.com www.DeafEquipment.co.uk

If you have any questions or would like to talk about how we can help, give our Customer Services team a ring on 01737 247571

Revealing standards

Brian Gale provides some details of the quality standards for resourced provision for deaf children and young people in mainstream schools

'Without a standard there is no logical basis for making a decision or taking action.' Joseph M Juran in *Juran on Planning for Quality*

In 2011 the NDCS published standards for resourced provision in mainstream schools. The aim of the standards is to contribute to the improvement of educational outcomes for deaf pupils by describing the key attributes of effective provision.

Work on the standards started in 2010 amid concerns that funding and responsibility for more and more resourced centres were being delegated to schools by local authorities without them specifying clearly the quality of provision schools needed to make to ensure that deaf pupils made at least satisfactory educational progress. Examples were also brought to our attention where the judgements of some school inspections were questionable with respect to the provision made for deaf pupils.

We therefore felt that standards would help by clearly setting out what schools needed to do to ensure that provision is of sufficient quality to enable deaf pupils to access learning and make good educational progress.

We hope that the standards will help:

- self-evaluation, review, planning and school improvement. They should help schools to assess how effective their provision is for deaf pupils and consider what information is required to evidence it. This can then be used as a basis for the improvement plan
- parents to understand what they can expect for their child
- inspectors and school improvement advisers to assess the quality of provision
- the reflective practitioner.

What are the standards and how were they derived?

The starting point for the standards was to establish what needed to be put in place to achieve good outcomes for deaf pupils. The standards are based on effective practice identified in literature and reviews and also consultations with an advisory group of highly experienced Teachers of the Deaf. We tried to align them with the inspection frameworks of the four countries of the UK. Although there are differences, the main substance of the four frameworks was sufficiently similar to ensure that

Broad headings	The standards
Outcomes	1 Education progress, attainment and expectations 2 Responsibility and positive contribution 3 Keeping safe 4 Social and emotional well-being 5 Economic prospects
Leadership and management	6 Vision and planning 7 Financial management 8 Staffing 9 Technology 10 Roles and responsibilities 11 Service level agreement
Effective teaching and learning	12 The curriculum 13 Teaching and learning 14 An inclusive school environment
Participation and partnerships	15 Parents 16 Involving pupils 17 Multi-agency working

the standards were reasonably well aligned with criteria used by inspectors when making judgements on the effectiveness of schools in the UK. There is therefore a strong focus on outcomes, leadership and teaching and learning.

There are 17 standards, grouped under four main headings, which are shown in the table above. The guidance lists what the school should have in place to meet each standard.

We have been encouraged by the feedback received from teachers and headteachers who have attended seminars about the standards delivered by colleagues at The Ear Foundation. We hope that all schools with resource provision find the standards useful in supporting self-evaluation and developing their improvement plans.

The standards can be downloaded from the NDCS website www.ndcs.org.uk or printed copies can be ordered free of charge from the NDCS helpline on 0808 800 8880.

Brian Gale is Director of Policy and Campaigns at the National Deaf Children's Society.

Editor's note: Have you used these standards in your resource base? Write and tell us about your experiences.

As a BATOD member...

As your subscription falls due for renewal in August, we run through changes to the categories of BATOD membership

BATOD is *the* professional body for teachers holding the mandatory qualification to teach deaf children. While the interests of deaf children are of paramount importance to ToDs, protecting their professional situation and well-being is one of the key roles of BATOD. The Association prides itself on representing the interests of ToDs at all levels and acting on behalf of the membership in negotiations with government departments and voluntary agencies to contribute to policy development in this field. More than half the practising ToDs are BATOD members and there are also many associated professionals who work with and alongside Teachers of the Deaf – educational audiologists, classroom assistants and communication support workers, speech and language therapists as well as mainstream teachers and SENCOs.

Maintaining the level of support and provision that is the benefit of BATOD membership comes at a cost... and we need to encourage *all* ToDs to become BATOD members. This would mean not only that we are genuinely representative of the whole profession but also that we would have an increased revenue that would continue to pay for the Magazine and Journal and attendance at meetings, provide professional representation and fund the running of the Association itself.

Over recent years the number of Teachers of the Deaf has reduced and consequently this has had an impact on the take-up of BATOD membership. Several scenarios have been considered to expand BATOD membership and improve the financial situation. As much of the Association's work is carried out by volunteers who are only paid expenses, the obvious 'belt-tightening' measures, while effective to some degree, cannot be the only answer. Raising membership fees in times of accepted worldwide and national financial 'hardship' would be counterproductive. The widening of the scope of membership and the benefits of membership may be the route forward. It will require the support of current members to encourage new professionals to join BATOD – ultimately it may even require a name change!

All BATOD members should recognise the benefits of their membership. Many members give the impression that they think the Magazine *is* BATOD and freely share it with non-BATOD colleagues instead of encouraging them to join. Remember that the resource of BATOD requires financial support to continue and,

as membership fees are the only way BATOD generates an income, then more colleagues need to be encouraged to join.

During the AGM, changes to the Constitution were accepted recognising ToDs and those in training as ToDs as *FULL* BATOD members. They will receive the full range of benefits of membership for their payment of £75.00. Retired members will continue as before.

Benefits of FULL BATOD membership

- | | |
|---|---|
| <ul style="list-style-type: none"> • Five Magazines • Four Deafness and Education International Journals • Complimentary downloads of all Journal articles • Full access to the website members' area • Representation of profession up to government level • Membership card • Free publications • Access to up-to-date information • Specific information and advice sheets • CPD | <ul style="list-style-type: none"> • Full access to BATOD's Consultant • Online resource area • National/regional study days/conferences • Discounted CPD and conferences • Region support • Workshops • Special interest groups • ToD Forum • Networking • Facebook • International liaison • Links with FEAPDA • Development of national policies • Tax allowable membership fee • Voting rights |
|---|---|

Please be aware that a large proportion of the BATOD website will become accessible to MEMBERS ONLY during the summer months and that you will need first to register with the site and then log in when you visit to access your membership benefits.

Encourage your colleagues to join BATOD

An incentive is being offered to encourage the introduction of new members. Persuade your colleagues to join BATOD and you will receive 10% of their membership fee as an 'introduction fee'.

ToDs in training

For those teachers in training as ToDs there will be provision for the course tutor to sign the membership application form which will result in a £20 discount (applicable for two years) in membership fee if the payment is by direct debit.

Associate BATOD membership

Associate membership will be available to those not eligible to be full members. This group includes main school staff, SENCO, speech and language therapist, social worker, NHS worker, parent/carer etc. They will have correspondingly fewer benefits:

- Five Magazines
- Four Deafness and Education International Journals
- Complimentary downloads of all Journal articles
- Access to associate members' area of the website
- Representation of deaf children at government level
- Membership card
- Publications at a special rate
- Access to up-to-date information relevant to children who are deaf
- National/regional study days/conferences
- Discount for conferences
- Workshops
- Access to CPD
- Special interest groups
- Networking/Facebook
- Classroom resources

Although the category of 'special' members will disappear in the future for 2012–13 this group will continue. The membership fee will rise to £35.00 in order to cover the costs of Magazine production and other member benefits.

Missing information about BATOD members

Evidencing everything we do in education is standard in today's climate. When BATOD enters discussions and negotiations it is essential that we have some hard facts about our membership. Although we do not have information about the birth date of every member of BATOD, research over the past two or three years has led us to believe that approximately a quarter of Teachers of the Deaf are over 50 and in the next five years we can expect that about 25% of our membership will have retired or be close to retirement. We do know that at least 50 of our members are past retirement age. We need to be more sure of our facts and we need to understand where our members are working and in what role.

How you can help

Please first register with the BATOD website and then log in, go to the 'my details' page and check that the information there is correct. You are able to update the information. This area of the website is secure and only you can see this detail. When you make changes, our records will be updated.

As there is a significant proportion of members who joined BATOD before the application form requested a date of birth, we need to collect this information. This

will help to define the age profile of our membership and, by inference, that of the ToD profession as a whole. It will also help us to forecast membership patterns.

Tracking down members when they have moved (or strangely when only the postcode has been changed) is a challenge so please confirm your address details. As BATOD membership is for individuals only it is essential that this address information is your **home address** and not that of your workplace.

Another piece of information that would help us is to know where you are employed and in what role. Sometimes the role will change even when the employer remains the same. It would help with our membership support plans to know if our members are peripatetic, working in bases, schools or specialist schools, in further education or elsewhere.

We want to make BATOD an efficient organisation that can anticipate and respond to the changing needs of its members for many years to come. This may necessitate some changes to current practice and to the delivery of services that BATOD provides. Please bear with us as we continue with this review but importantly also let us know your views and thoughts. Your active support is needed by encouraging colleagues to join BATOD, attend regional and national CPD provision and contribute to an exchange of information.

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 (DEI.editor@BATOD.org.uk) for further information and advice.

Association business



Journal online!

You can now find BATOD's *Journal Deafness and Education International* online and browse through 13 years' worth of back copies, as David Couch reports

Have you ever seen something you thought you would never need but when you have it, you can't live without it? This happened to me with a dishwasher. How hard can washing up be, I thought. Although in truth, I have to admit to being protected from the activity by a doting mother and paper plates. Suffice to say, I would now give up my bed before I gave up my dishwasher.

This is not unlike my experience with the BATOD *Journal Deafness and Education International*. There are times when you read the *Journal* extensively – during training mainly – and there are other times when you look at the table of contents and feel pleased with yourself for simply filing it in a sensible place... and there's nothing wrong with that!

The trouble with published research is that it rarely arrives when you need it. It's not as if you're thinking to yourself, 'I wonder how the rate of language acquisition in severely deaf children using Slavic Mongolian compares with that of English?' and a copy of the *Journal* lands on your doormat with the answer. You're lucky if this happens, but it rarely does. More likely there is someone asking you the same question and you have a vague recollection that the answer lurks in your collection of *Journals*... somewhere. That sensible place where you filed the *Journals* seems somewhat inadequate now that it's come to the crunch. You only *think* you remember the article and you *think* it was within the last ten years. Even reading all the contents pages now seems a chore and you have a nagging doubt that you may have read it elsewhere. It's easy to become despondent. The warm glow of the television beckons and you devise a plan to avoid the person who asked you the question in the first place. There's no shame in that, is there?

Well, here's something that could save the day – the *Journal* is now online! This is a facility only available to members, I hasten to add, so all those freeloaders will have to resign themselves to trawling through the paper copies. For members, however, this is a new and exciting experience! All the *Journals* from 1999 are now online and are searchable (the old control + 'f' has never had a better use). Contents pages are all accessible and the articles are complete – not just the abstracts. This means the last 13 years of *Journals* are all in the same place and take up no room on your bookshelf. You can use this space to display a signed photograph of your favourite BATOD NEC member (yes, these are available!) instead.

Try it today! This is what you need to do:

- Log in to the BATOD website (as long as you are a member obviously); this gives you access to the dark vaults of the members' area.
- Click on 'Publications'.
- In the main pane you will see 'Journal: Deafness and Education International', so click that.
- In the new pane you will see 'Deafness and Education International', so click that and hold your breath for a few moments.

You will then be taken to the Ingentaconnect website with the page displaying all the *DEI Journals* from 1999. It's just a matter of clicking through what you want. If you have trouble with this, you shouldn't own a computer – ask a 12 year old!

In all seriousness, I have found this to be a fabulous resource when carrying out research – something we should all be inclined to do from time to time – and simply for looking through past *Journals* for interest. It's pretty damn good!

David Couch is the BATOD Consultant.

The BATOD website is a filing cabinet full of information - some archived and some so current that the BATOD Executive Officer is asking for members' comments so that strong formal responses can be made immediately.

Don't miss out on the latest information

The BATOD website has a growing number of 'just for members' files that provide detailed information that is not printed in the Magazine.

register now - login every visit

Forgotten your BATOD membership number ?
Need help or advice about 'login' ?
email: website@BATOD.org.uk for help.



In conversation with...

Our new President Karen Taylor explains why she won't give up the day job

Can you describe your job?

I am Headteacher of the Virtual School Sensory Support in Norfolk. We support deaf children and young people from 0–19 years.

How long have you been a Teacher of the Deaf?

I qualified as a ToD in 1986 from Manchester University.

What gave you the incentive to become a ToD?

My cousin Stuart was born deaf and autistic; his main form of communication is sign language. I believed it was important as a family that we could communicate with him and so I started to learn to sign. When I talked to my aunt and uncle, the one comment that will always stay with me is my aunt saying that her Teacher of the Deaf was her 'lifeline'. That was, and still is, my inspiration for the job.

What training route did you take?

I had always wanted to teach and it seemed natural to go on to qualify as a Teacher of the Deaf. While doing my education degree I volunteered at the local deaf primary unit to be sure that it was the right route for me. Some years later I became a ToD at the same unit, but after qualifying I started my career in a very large high school.

What is your daily routine like?

I often do a home visit to one of the children on my caseload or a visit to school or early years setting to provide in-service training or to carry out an assessment or observation.

Touching base with the office is important. I always try to get through the 80-plus emails I get daily but invariably I fail miserably, as I get happily distracted by the ongoing stream of staff who usually stop by the office to keep me updated or to ask advice.

Meetings are usually part of my schedule and could cover a range of issues including budget, human resources and strategy. It is important to be proactive and keep up to date with both national and local issues so as to be able to develop the services for deaf children and young people.

Invariably there will be some evening commitments each week, whether it's a governors' meeting, a phone call regarding my work with BATOD or a webex for an online course for new headteachers I am doing as part

of Head Start, run by the National College for School Leadership.

How can ToDs encourage others into the profession?

By being excellent practitioners themselves and inspiring others to follow them.

How do you see the role of a ToD developing in the future?

There will be many changes in the future, but predicting what they will be at this stage is very difficult. I have no doubt technology will be an increasingly important part of our work in the future and we will need excellent continuing professional development to keep us up to date. I would like Teachers of the Deaf to carry out more research to develop evidence-based practice. However, perhaps the most important skills for ToDs to develop now and for the future are flexibility and adaptability.

Do you enjoy the job and what are the positives and negatives?

I love the job I do, and if I ever got to the stage that I didn't I would quit. I believe we can really make a difference for the children and young people we support, and we can get real satisfaction in seeing the changes.

One negative is my lack of understanding of those who constantly complain about their job and yet are still doing it! Of course, we all have the odd bad day but reflection on why that has been the case makes you a better practitioner.

I love the variety of my role, the super people I work with and the challenge of continually improving the services we provide.

Keep in touch!

Visit BATOD's Facebook page and search for British Association of Teachers of the Deaf.

Click on 'Like' and share with your Friends

Musings from a deaf teacher

After attending the BATOD Conference, Penny Beschizza felt compelled to commit her thoughts to paper

The BATOD Conference and AGM was a day of contrasts and challenges. Although the issues were potentially good, during the keynote presentation by Connie Mayer I found myself jotting down a long list of concepts yet to be utilised in teacher education and in 'the battlefield'. This was due to the fact after 20 years of working in post-16 education, I am now within a team of dedicated ToDs and professionals in a secondary school hearing-impaired unit. My post-16 expertise is still hooked to my worker's belt; never fear – being deaf myself and having acquired a wealth of experience from the last two decades, such qualities are more in demand due to necessity rather than obligation.

From the 'hot list' of issues I jotted down in my little black notebook, I would like to share with you five particular needs:

1 Deaf ex-students' insights of their supported (or unsupported) schooling, in research/published papers – deaf issues are not unlike Black cultural issues – in Black History Month, there is a wealth of history as recent as the last few years. There is an urgent need for proper tracking and collecting of feedback from former students of deaf education within a longitudinal process, when developing insight and maturing cognitive reflective thinking enable articulation of their own school experiences.

2 Dominant focus on exams and achievements at school – while justifiable, this could be preventing life-enhancing opportunities to take a view of the realities and expectations of post-16 education. This view is essential in providing study skills in a challenging post-16 landscape where there is no formal data on the high number of deaf students dropping out of post-16 courses.

3 Feedback/evaluation of the use of technology and equipment from deaf pupils/students – we have a responsibility to listen to, identify, report and share genuine areas of sound discomfort/distortion experienced by the users within their learning environment. I have seen neither research paper nor report on this particular issue yet.

4 We in the deaf community detest the ringfencing of deaf education being limited to local councils in the UK – we prefer, for every deaf child's sake, regional deaf education networks actively liaising across three to five boroughs/local authorities. This would have a more positive and productive lifelong

socio-inclusive impact on the deaf child within families/carers and communities.

5 Alerts must be flagged up at the removal of proper ToD/deaf education support to deaf children, including young deaf adults, who have cochlear implants or advanced hearing aids. There is a real danger of allowing a widespread assumption within the child's support network that we don't need specialised support because with the assistive aid the child is going to be normal. Evidence of emerging or submerged deaf identities is growing. This will be outlined more fully in a future article.

You are welcome to comment by emailing me at pbschizza@lewisham.sedgehill.sch.uk. Be with you in a future BATOD Magazine issue soon!

Penny Beschizza is a Teacher of Deaf Students, BSL and deaf studies at Sedgehill School Hearing-impaired Unit, London.

BATOD Regional meetings

Summer 2012
BATOD East
 Twilight event - watch the BATOD web calendar for details

May
30 **BATOD Midland**
 Counting on Progress Using Numicon to support children with number difficulties 17.30 start

July
2 **BATOD Wales**
 Training afternoon and AGM at Carmarthen

August
30 **BATOD Northern Ireland**
 Training Day

October
TBA **BATOD Northern Ireland**
 Speaker David Couch at Tollymore Park

November
3 **BATOD Scotland**
 Annual Conference and AGM

7 **BATOD North**
 Focusing on the whole deaf child at Deighton Centre, Huddersfield

Letters to the editor

Dear Paul

I just felt I wanted to send a personal thank you to you as Editor of BATOD Magazine and thanks to all those who faithfully produce such helpful articles month after month.

I have to say that when I received the January edition I had never felt so pleased to receive it in my life. I have to confess that with the threat of cuts hanging over us, I had perhaps started to become a bit jaded, or busy and not as focused as I should have been. Now suddenly I'm galvanised and ready to defend deaf children's education with everything I've got.

Before the threats I'd even started to recycle old BATOD Magazines and 'hadn't got time' to read the *Deafness and Education International Journal*, but, when the latest Magazine came through the letterbox I realised what a precious resource it is. It's so good to know that BATOD exists and that the support is there to ensure first class education for deaf children now and into the future.

With very best wishes
A head of service

A brief response to 'Befuddled' (whose original article appeared in the March Magazine, 'What? What?', page 27):

Dear Befuddled

Your article rang many bells for me. I wish I had answers. My response to all these questions, particularly the mainstream secondary isolated deaf student, is all too often to sigh deeply as I leave....

A few glimmers of hope come to me though: one is to have gone through the Life and Deaf experience over the years, here in Greenwich. Working with these materials helps students to face their own identity questions, which, it seems to me can, for mainstreamers, include an element of denial of their own needs. I feel that their parents are often in that situation too. Another reason for using Life and Deaf with students is to develop and extend the language – written, spoken or signed – in which they wish to communicate such thoughts or feelings. A third is to give them a sense that others who may share such things with them are out there....

Another slightly sideways approach we have used is to organise days out for mainstream deaf students who may be the only ones in their school. Time, as ever, is a huge constraint and we have not done these nearly as often as I would have liked. However, just meeting others with commonalities seems to have helped some of them. The idea originally was that we would approach some of the deep-seated difficulties they do not often have the chance to explore and thereby, perhaps, make them feel more comfortable and confident and have more wish to communicate with others.

A third aspect in Greenwich is the amazing speech and language therapy provision that our students – mainly those in secondary units – have benefited from. One big advantage, it seems to me, has been that they are all exposed to such a range of modes of communication, whether oral, Sign Supported English (SSE) or BSL, with the addition sometimes of cued articulation, that they all learn elements of each of them and about the appropriateness of using them. So, for example, very many of those who have a hearing loss and speech skills which might lead us to classify them as completely oral/aural, when with BSL users or in a mixed group will use very good BSL out of choice or will enjoy the relaxation of communicating in SSE.

This is a huge subject. I would like to say, though, that I absolutely agree with your points about the importance of parental communication. It comes naturally to so few parents and leaves so many deaf young people isolated in their own families and communities. We work with the parents of newly diagnosed babies on such aspects of their interactions but, too often, as the children grow the parents can assume their own role is less important than that of the professionals who support at school. Don't give up! And do let me know if you hear of good initiatives from other colleagues.

Helena Ballard, Advisory ToD, Greenwich

What went on at NEC on 18 March 2012

A lively meeting of BATOD NEC members followed another successful Conference. Carol Thomson reports

Karen Taylor, taking the presidential reins as Chair of the NEC meeting for the first time, welcomed everyone and especially our new members to the meeting – Sue Denny and Gill Reader, recently elected to the NEC, and a new BATOD Wales representative, Lindsey Stringer. Formal and informal goodbyes had been said the day before to Bev McCracken, the National Treasurer for 21 years. Karen warmly thanked Gary Anderson too for all his work as President (see picture below), which everyone had appreciated and enjoyed. Her strapline for the next two years will be 'Achieving Potential'.



As is traditional the morning after the Conference, the meeting started with feedback. Ann Underwood, the conference organiser, reported that overall the

event had been very successful, despite fewer delegates than we had hoped for. The feedback from exhibitors and delegates would be considered in detail in due course. Karen thanked Kathy Owston who had been responsible for the exhibition, and Ann for all the exceptional work before and during the Conference. Keynote speakers Connie Mayer and Anne Duffy had been greatly appreciated. A NatSIP booklet *Effective Working with Teaching Assistants: New Guidance for Schools* was introduced at the Conference by Lindsey Rousseau during one of the workshops. Copies of the draft were distributed and comments for Lindsey were requested.

The next section of the meeting was devoted to reviewing the new website. The front page will have changing photos and the whole look will be quite different. NEC members warmly approved of it. There was also discussion of the outcome of a survey of BATOD members about the Magazine and website that some NEC members had carried out during the Conference. Three key points emerged:

- Most people who go to the website do not log in.
- The biggest area in demand is audiology.
- Members were not aware they could access the Journal from the website.

Nations and regions were asked to supply regular information about their work for the website and if

possible to include pictures of regional activity. It is vital to keep the website up to date, regularly changing the content. It is hoped to have it up and running by September. NEC members agreed that the amount of content limited to members should be considerably increased as an incentive to join and it should be clear to non-members what they are missing when they visit the website. A launch article for the new-look website will also appear in the Magazine.

As has become the custom in recent meetings, members then divided themselves into three working groups. The 'international links' group is going to explore the possibility of enabling funds from the Mary Grace Wilkins Travelling Scholarship to be used overseas. The international section of the website should have a more prominent link to the front page. It is hoped to make it more interactive.

The 'membership' group reported on the changed categories of membership. An article about this is to be found in this Magazine on page 44. Fiona Mackenzie, the Membership Secretary for some years, has retired from the post and the Assistant Treasurer will take on these duties. In September, BATOD members will speak to all the ToD course providers, and their bags of information will include the new application forms. ToDs in training who join after the presentation will receive a £40 refund over two years but they must join or show actual membership on the day of the course.

The third group discussed two training issues. One was to consider providing some training which had been requested through NatSIP for heads of service who manage sensory services but are trained in visual impairment (they need to work with and manage ToDs, for example for performance management). The group also considered how to provide some input into initial teacher training as part of the special educational needs and disabilities (SEND) input the students should be getting.

We then had a discussion about future conferences. One option is that BATOD has a shared conference every two years, with the relevant region and nation in its location playing an active part in organising the event in their area in alternating years. We are considering a conference on the topic of audiology for Birmingham in 2013.

After lunch we turned to Association business. Having approved the minutes we considered the actions which

should have taken place since the last meeting. Most tasks had been completed. We were delighted that Eleanor Hutchinson has agreed to take over the post of second Magazine Commissioning Editor. The first Commissioning Editor, Liz Reed-Beadle, was particularly pleased! It was agreed that there should be an article in the Magazine about the implications of the Equality Act.

BATOD now has a Facebook presence and all members were reminded – if they use Facebook – to go to the page, like it and then share it with their friends, thus disseminating knowledge about BATOD. We were asked to encourage other ToDs to visit too.

We then considered reports that had been submitted in advance to the members. Paul Simpson, our National Executive Officer, had attended one of the open sessions conducted by the Labour Party as part of its review of SEND in time for its next manifesto. It took place in the Houses of Parliament and Paul and Lindsey Rousseau from NatSIP were able to contribute to the discussion focusing on the role of specialist teachers. BATOD's points related to the importance of the mandatory qualification and the role of ToDs in ensuring that deaf candidates had access to examinations. A written submission to the panel has also been invited. One point which exercised most people there was the introduction into four GCSE subjects of spelling, punctuation and grammar marks on certain questions. This could have a serious effect on some deaf children and many candidates with dyslexia. A detailed equality impact assessment (to which Paul contributed) was submitted but seems to have been ignored. There seem to be no possible reasonable adjustments short of exemption which will be applicable, and exemption wouldn't apply as it is not a component as such.

The new Treasurer, Mary Fortune, highlighted the need for saving and cost-cutting in line with many other organisations. It is important to increase our membership and we must turn our energies in this direction. The Membership workstream is reviewing this too, and Mary, the Steering Group and NEC will be considering ways of using our resources more efficiently.

Paul sends frequent reports of meetings he attends, and others from other members who attend meetings – recently with, among others, CRIDE, DESF and Ofqual – and there was an opportunity to question him on matters arising from them.

As the meeting drew to a close, representatives from regions and nations spoke about their reports. The South region highlighted its annual conference which this year will take place at Frank Barnes on the subject of syndromes. The North region had had a very successful conference in November. The next event will be next November in Huddersfield and will look at the whole deaf child. BATOD Wales is to hold an afternoon meeting on the topic of visual phonics. BATOD Scotland is having a half-day conference at which the main speaker will be Jan Savage of the NDCS. BATOD East has not met recently but holds its AGM at the time of the local Heads of Services Conference. In Northern Ireland, plans are advancing for a training day in August. David Couch will attend its October AGM. The Midland region had raised concerns about some aspects of the CRIDE survey coinciding with Freedom of Information requests. It was agreed to follow this up.

The next meeting will take place on 26 May 2012 in Westminster, London.

Carol Thomson is a former Assistant Secretary of BATOD.

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.

Name:	changed to:
Address:	changed to:
post code:	post code:
membership number:	email:
telephone:	

Please send this information to **BATOD Membership Secretary**
30 Alexandra Road, Stockton Heath, Warrington, WA4 2UT email: membership@BATOD.org.uk

ICT news

As new technology such as iPads and iPods is used increasingly in education, Sharon Pointeer discovers that there are plenty of apps available if you just know where to look...

Apple recently launched its latest version of the iPad, with a higher resolution screen and cameras, along with other updated features. Apple claims that the iPad is changing the learning landscape. In the USA, there are over 1.5 million iPads in use in education settings, and in the UK increasing numbers of schools are purchasing iPads for use in the classroom.

The iPad's little sibling, the iPod Touch, should not be overlooked. Apart from the advantage of being cheaper, the iPod Touch is small enough to fit into a bag or pocket and most iPad apps are also available for the iPod Touch and iPhone. Children are used to entering text on small mobile phone keyboards, so using the on-screen keyboard on the iPod comes as second nature. Like the iPad, there is a built-in digital still and video camera and connection capability. I have bought a set of iPod Touch devices to use for a variety of activities such as animation, data collection and fieldwork.

I was recently asked by a colleague in our visiting teacher service about apps he could recommend when visiting pupils on his caseload. BATOD has also been asked about which apps are best for deaf children. This is a very tricky one, as there are 500,000+ iPad/iPod/iPhone apps and around 300,000 for Android, with the number increasing every day! Android apps can be downloaded from many different sites, which makes finding the perfect app for your pupils very difficult. While all Apple device apps are on the Apple iTunes App Store, browsing for an app for a specific topic or subject is not always a straightforward experience.

However, for Apple devices help is at hand as there are several websites specifically about using iPads and so on in education. Here are just a few, but a search for 'iPad' or 'iPod' 'education' or 'learning' will give a range of informative sites at home and abroad.

Learning with iPads – this is a site produced by Hackney's Learning Trust. The site has information about the benefits of using iPads, as well as a support section with user guides and advice on how to purchase and install apps and set up wi-fi syncing. However, the main purpose of the site is to help educational professionals to browse for apps by subject area. You can look for educational apps or you can look for iBooks, although the iBook

section does not, as yet, have many entries. There are only about 200 apps on the site at present, but teachers can suggest apps, so it is hoped that the number will grow – www.learningwithipads.co.uk/

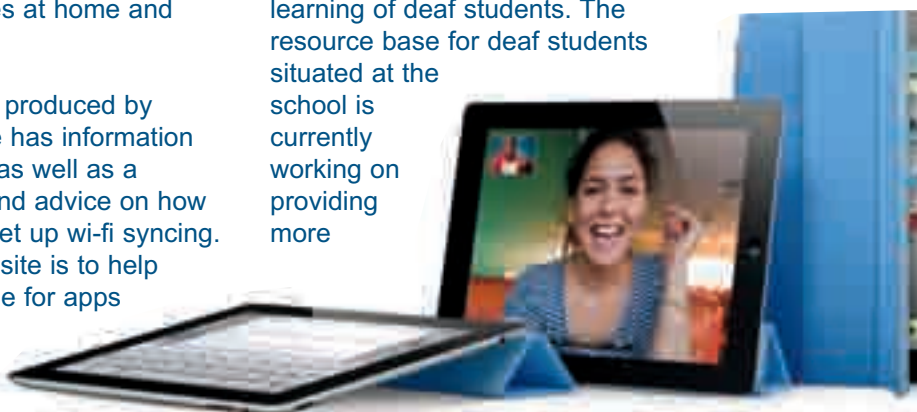
iPads in Education – this site has been created by Ian Wilson who is an Apple Distinguished Educator. His site also has the 'whys' and 'hows' of using the technology, and pages giving information about useful apps for a variety of subjects. Again, teachers are invited to email details of apps they have found useful – www.ipadineducation.co.uk/

Apps for Children with Special Needs (a4cwsn) – the main difference about this site is that it contains videos that demonstrate how products designed to educate children and build their life skills really work from a user perspective. The site aim is that the videos, along with relevant information and advice from an independent source you can trust, provide valuable insight into whether a product is suitable for its intended purpose or not, enabling sensible buying decisions to be made – www.a4cwsn.com/

James Greenwood writes prolifically about ICT in education, both on his own website and on the Scribd social reading and publishing company's site. He has produced an extensive list of education apps for the iPhone which can also be used on the iPod Touch and iPad. Finding the list is not particularly straightforward, but is definitely worth the effort. If you type iPhone into the search box on his Scribd.com profile then you will be rewarded with a list of several hundred apps, categorised by subject, each with a short description – www.scribd.com/jamesgreenwood/

Online videos and resources

BATOD member Jo Sayers recently contacted us about an exciting project being undertaken at The City of Norwich School – an in-house library to aid the learning of deaf students. The resource base for deaf students situated at the school is currently working on providing more



transcripts for videos without subtitles. ClickView was approached and readily agreed to host the videos and make them accessible to all schools with a ClickView server. The online educational videos, which are split into three categories, are available to all schools with ClickView. The three categories are:

- Signed videos
- Subtitled videos
- Transcribed videos.

The videos are free to download from ClickView Exchange. It is hoped that all schools will participate in the project and upload any material they have for other schools to access. The aim is to have a vast library of material to aid the education of students whose hearing is impaired. In addition this will help promote the problems faced by the students to teachers, support staff and fellow students. For more information contact ClickView on 01223 327926 or email emily@clickview.co.uk – www.clickview.co.uk/

Press releases

Letter Lilies – this iPad Learn-to-Read App is the result of Dr Jonathan Reed's decades of experience as a practising child neuropsychologist and while adults will be pleased that it is based on the science of learning, children will enjoy learning phonics in a fun and rewarding way.

'I believe that it is possible to combine play, technology and science to improve children's learning and that is what I am trying to do with *Letter Lilies*,' says Dr Reed. 'It teaches phonological awareness, which research has shown is the key factor in learning to read. There is published research showing that it significantly improves reading. Phonological awareness can help children who have difficulty in learning to read, for example those with dyslexia or learning difficulties, as well as helping normally developing children.

'This isn't just a game, as you can see; the app even reports on the progress of each child, allowing those leading their education to have a real grasp of their progress and achievement,' adds Dr Reed.

The app has been developed and published under the Neurogames brand, whose website contains a guide to the apps currently available along with a demo of *Letter Lilies* and *Nutty Numbers*, which is a simple maths app. While Belinda the Bee, who guides the user through the games, may have too much to say for many of the children we teach, for those who are developing their listening skills well, this app may be worth a look.

More information about Dr Reed and the use of iPads, along with links to *Letter Lilies* and other iPad games can be found at www.drjonathanreed.co.uk/wordpress/

Sonocent Audio Notetaker – this software is a notetaking tool with a difference. It makes creating comprehensive notes from interviews, meetings and presentations a simple and time-efficient process, requiring very little user input.



At first glance, audio notetaking may not seem the most obvious tool for hearing-impaired students. However, the facilities, such as the ability to record live and to import *PowerPoint* slides or pdf files, means that students can link their lecture slides, written notes and audio all together. The audio notes are displayed visually as bars, which makes skipping from sentence to sentence easier. Sections of the audio can be colour coded, in a similar way to using a highlighter on written notes. Audio can be slowed down to suit different listening speeds and can be exported to an MP3 player for revision on the move. The software may also be a useful tool for staff supporting students in mainstream classes – www.audionotetaker.com/

Purelearn – this new web service for the home tuition industry is designed to allow teachers and tutors to see, hear, interact and communicate in real time with students across the UK. The idea is that parents can search the site for a suitable tutor for their child. 20% of UK school students at some point use a tutoring service, with London unique at 40% (IPSOS Mori, 2010), but there are actually no government regulations overseeing the industry. Purelearn intends that tutors will undergo a CRB check and rigorous professional assessment before being accepted as a tutor. Tutoring sessions take place online, so there are no travel costs and parents should be able to find suitably qualified tutors for any subject area or level. Tutors can also offer sessions for up to five students at one time. If you already do home tutoring work, or are interested in becoming a home tutor, you may wish to check out the website – www.purelearn.com/

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

PC Werth

Advanced Sound Technologies

www.pcwerth.co.uk

frontrow
pra digital

**THE UK'S NUMBER 1
SOUNDFIELD SYSTEM**



EVERYTHING FOR EDUCATION COMMUNICATION

Student Mic
Child friendly
pass around mic
for increased
participation



Pendant "Smiley" Mic
Lightweight and comfortable
Excellent sound quality

FrontRow soundfield systems from PC Werth lead the field for usability and sound quality. Only FrontRow takes care of the student and the teacher's needs.

For the students: clearer sound quality, no feedback, team teach, personal FM rebroadcast and more engagement!

For the teacher: clear controls, simple "smiley mic", PC inputs and auto power off, with 5 year warranty.

*That's why it's the
UK's number 1.*

**Order
Online**



www.pcwerthstore.co.uk
listening@pcwerth.co.uk
020 8722 2700



This and that...

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

Evening support

Parents of deaf children can now get access to expert information on childhood hearing loss in the evening, as the National Deaf Children's Society (NDCS) extends the opening hours of its Helpline. Now open Monday to Thursday 9:30am–9:30pm, and on Friday 9:30am–5pm, the Helpline provides clear and balanced information on audiology, education, local services, benefits, technology and much more.

Robert Johnson, NDCS Helpline Manager, says, 'Our Helpline has been a lifeline to thousands of deaf children and their parents. We want to ensure that families, particularly full-time working parents, don't miss out on this vital support and can reach our Helpline at a time that is convenient for them.'

Contact the Helpline via Freephone on 0808 800 8880 (voice and text), email helpline@ndcs.org.uk or NDCS Live Chat on www.ndcs.org.uk/livechat/

Seeking unwanted hearing aids

Sound Seekers is a charity dedicated to helping hearing-impaired people in the developing world. It is working in partnership with Lions International and the So The World May Hear Foundation, collecting unwanted hearing aids that are then refurbished ready to be supplied free of charge to hearing missions around the world. Some of this refurbishment work is carried out by prisoners in the sight and sound workshop of HMP Frankland in County Durham. The donation of unwanted hearing aids is an initiative for the good of humankind. It is very green, helping to avoid valuable resources taking up cupboard space in clinics or, at worst, ending up in landfill. Any unwanted hearing aids should be sent to the project leader and member of the Board of Directors Dr Michael Nolan at Lumb Gaps Barn, Haslingden Old Road, Rossendale, Lancashire BB4 8TT.

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: Andrea Baker, Antonette Burns, Jill Bussien, David Couch, Mary Fortune, Mary Gordon, Paul Simpson, Karen Taylor, Ann Underwood

Date	External participants	Purpose of meeting	Venue
February			
27	DENI	SEN Review meeting	Ards Leisure Centre, Newtownards
March			
6	Labour Party	Review of SEND policy	Houses of Parliament
9	CRIDE	Survey meeting	Frank Barnes School
10	Maney	Meeting with Journal publisher	Saint Cecilia's, Wandsworth
21	NatSIP	Project Group and Reference Group meetings	Sense, London
26	AAQAG	Regular meeting	Cardiff
27	The Communication Trust	Regular meeting	NCVO, London
29	Life and Deaf 2	Launch event	Southbank Centre, London
April			
4	NatSIP	Strategy meeting	London
18	FLSE	SEND conference	London
20	FEAPDA	Committee meeting	Luxembourg
23	DESF	Termly meeting	AHL, London
24	Ofqual	Meeting of External Advisory Group on Equality and Diversity	Coventry
30	VIEW	Contact meeting	Maidenhead
May			
17	NatSIP	Working day	Friends' Meeting House, London
22	The Communication Trust	Regular meeting	NCVO, London
28	CRIDE	Survey meeting	Frank Barnes School

Reviews

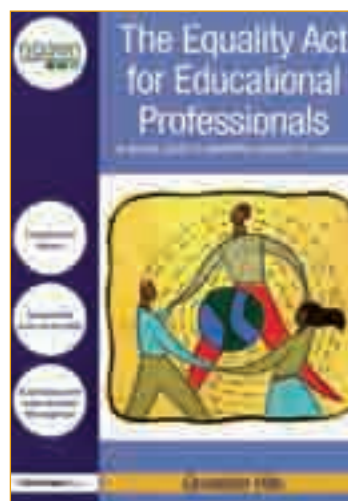


Title	The Equality Act for Educational Professionals
Author	Geraldine Hills
Publisher	nasen
ISBN	978 0 415 68768 3
Price	£29.99
Reviewer	Corinda M Carnelley, peripatetic Teacher of the Deaf, London Borough of Croydon

As we all know, the Equality Act (2010) places a legal obligation on schools to make provision for pupils, staff and school users with disabilities. However, how does this tie in with the Disability Discrimination Act (1995)? Has it replaced it? Feeling confused? This book helps to unpick the issues in a user-friendly and accessible way.

The book explains the main parts of the Equality Act as it affects disability; discusses 'reasonable adjustments' and 'less favourable treatment', which are at the centre of the legislation; shows how these apply to admissions, exclusions, handling of medicines and school trips; and takes the reader through the process of an alleged act of discrimination, including the special educational needs and disabilities tribunal process.

There is no stone left unturned in this book; the author covers all aspects of school life and also includes numerous website addresses and further resources pertaining to specific circumstances. However, some of



the 'solutions' are rather disingenuous – for example, the query on the effect on league tables is answered by the statement, 'Many schools find that the changes they make for pupils with disabilities make the school a better place for teaching and learning.' Yes, we know that, but have you ever tried to persuade a school at the top end of the league tables that everyone's learning experiences will be enriched by the inclusion of a profoundly deaf child?

At nearly £30 for just under 80 pages the book is not cheap, but it is exactly what it says on the cover: 'A simple guide to disability inclusion in schools'. It would be a good addition to the SENCO bookshelf.

Title	No More Laughing at the Deaf Boy
Author	Geoffrey Ball
Publisher	Haymon
ISBN	978 3 852 18714 3
Price	£17.73
Reviewer	Corinda M Carnelley, peripatetic Teacher of the Deaf, London Borough of Croydon

Autobiography is my favourite genre, and always my first choice of reading material so I was delighted when this book appeared in the reviews office. It was a rainy Saturday afternoon in Norfolk so I curled up in front of the obligatory log fire with a packet of jaffa cakes and prepared to skip through.

Unfortunately, this was impossible. The narrative was far too interesting to 'skip' and required 'proper' reading.

The first few chapters should be obligatory reading for anyone involved in any aspect – medical or educational – of the life of a child with a hearing

loss. Geoffrey Ball became deaf while at infant school and although his account of diagnosis and coming to terms with his hearing loss is told in an entertaining way, there are some very important points made.

It isn't spoiling the story to tell you that Geoffrey hated his hearing aids so much that he went on (via university, research posts and then setting up a company in Silicon Valley) to develop the Vibrant Soundbridge, a middle ear implant. He was the fifth recipient of the implant and was finally able to access sound without hearing aids.

The last few chapters describe how his company nearly collapsed after 9/11 and was rescued by MED-EL, at which point Geoffrey moved his family to Switzerland to continue working on the project.

Going on holiday at half term? You could do worse than take a copy of this with you. Staying at home? Buy a packet of jaffa cakes and sit in a comfortable armchair for the afternoon. Enjoy!

Title	Using Playful Practice to Communicate with Special Children
Author	Margaret Corke
Publisher	nasen
ISBN	978 0 415 68767 6
Price	£19.99
Reviewer	Corinda M Carnelley, peripatetic Teacher of the Deaf, London Borough of Croydon

My initial thoughts were that the price of £19.99 seems quite high for a (relatively) thin paperback. However, having perused it, actually I think it's £20 well spent.

It isn't specifically about deaf children, although they do get a mention, but it focuses on playfulness and the importance of a practitioner's interactive style when communicating with people. It is also a practical guide for creative interactive work in schools and beyond.

The book is in two parts; the first part covers the theory and practice of playfulness, and the second is about creative interactive activities.

The script is interspersed with comments, diagrams, and examples, including songs and music which had me heading straight for the piano to try them out!



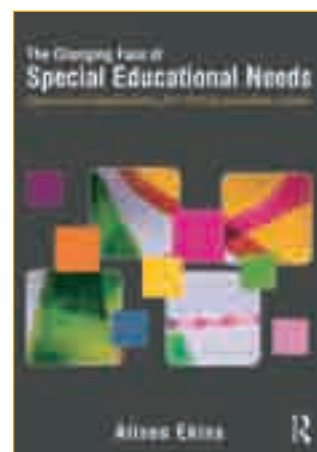
The practical part also includes session plans and extension ideas, but the author never strays far from the theory underpinning the activity. This is something that as practitioners we tend to forget. We know why we do something, but as the years roll by, we tend to forget the 'why' behind it and the activity becomes an end in itself. The text considers different areas of creative interactive work, including music, musical movement, finger dance, story and drama, artwork and reflective circle time.

I found this book refreshing and informative and I will be dipping into it for some time to come. Anyone for a quick round of 'Wiggling fingers'?

Title	The Changing Face of Special Educational Needs
Author	Alison Ekins
Publisher	Routledge
ISBN	978 0 415 67615 1
Cost	£19.99
Reviewer	Corinda M Carnelley, peripatetic Teacher of the Deaf, London Borough of Croydon

This is not a particularly interesting subject – not in the greater scheme of things. However, it's something we all have to live with, and this book makes the unpalatable quite palatable. The book is meant for teachers, SENCOs and students and suggests how to respond to the rapidly changing context of special education. The text is highly practical and accessible in that it is broken up with diagrams and reflective activity boxes.

It summarises and clarifies new policy directions – and is extremely up to date – in the light of recent coalition government policies. It suggests clear, practical activities to help practitioners review and reflect on their work. It encourages critical reflection about existing systems within a school context, and gives opportunities for teachers and SENCOs to contextualise the new changes in terms of the implications for practice in their own school.



This book would make a very good starting point for anyone wishing to run an in-service training or update session on SEN in their school. It provides a clear summary of what has gone before, and pointers for self-assessment and review leading to future policy developments and updates. The appendices are full of photocopyable resources to lead and inform discussion.

Meaningful change, which radically improves systems, processes and outcomes, is not easy to achieve. This book is a catalyst to achieving that change in the workplace.

Abbreviations and acronyms used in this Magazine

AAQAG	Access to Assessment and Qualifications Advisory Group	MED-EL	Cochlear implant manufacturer
ACE	Assessment of Comprehension and Expression	MP3	Digital audio encoding system
ADPS	Achievements of Deaf Pupils in Scotland	MSc	Master of Science
Afasic	Charity for children with speech and language difficulties	NALDIC	National Association for Language Development in the Curriculum
AGM	Annual General Meeting	NatSIP	National Sensory Impairment Partnership
AHL	Action on Hearing Loss (formerly RNID)	NBCS	National Blind Children's Society
AQA	Assessments and Qualifications Alliance (awarding body)	NCVO	National Council for Voluntary Organisations
ASDAN	Award Scheme Development and Accreditation Network (awarding body)	NDCAMHS	National Deaf Child and Adolescent Mental Health Service
Baha	Bone-Anchored Hearing Aid	NDCS	National Deaf Children's Society
BATOD	British Association of Teachers of the Deaf	NEC	National Executive Council
BDA	British Dyslexia Association	NEET	Not in Education, Employment or Training
BID	Birmingham Institute for the Deaf	NHS	Newborn Hearing Screening/National Health Service
BSL	British Sign Language	NICE	National Institute for Health and Clinical Excellence
BSLCP	British Sign Language Corpus Project	OCR	Oxford, Cambridge and RSA Examinations (awarding body)
CAMHS	Child and Adolescent Mental Health Service	OCT	Ontario College of Teachers
CAVA	(Human) Communication: an Audio-Visual Archive	Ofqual	Office of the Qualifications and Examinations Regulator
CCEA	Council for the Curriculum Examinations and Assessment (Northern Ireland awarding body)	Ofsted	Office for Standards in Education – inspectorate
CD	Compact Disk	PASS	Pupil Attitudes to Self and School
CHESS	Consortium of Higher Education Support Services with Deaf Students	pdf	Portable Document Format; type of electronic file
CPD	Continuing Professional Development	RLSB	Royal London Society for the Blind
CRB	Criminal Records Bureau	RNIB	Royal National Institute of Blind People
CRIDE	Consortium for Research into Deaf Education	SATs	In the US College Admissions test (empty acronym)
DAS	Deaf Achievement Scotland	SEN	Special Educational Needs
DCAL	Deafness, Cognition and Language (Research Centre)	SENCO	Special Educational Needs Co-ordinator
DEI	Deafness and Education International	SEND	Special Educational Needs and Disabilities
DENI	Department of Education Northern Ireland	Sense	National charity for people with deafblindness
DESF	Deaf Education Support Forum	Skill	National Bureau for Students With Disabilities
DfE	Department for Education	SMSC	Spiritual, Moral, Social and Cultural
DSA	Disabled Students' Allowance	SSC	Scottish Sensory Centre
EAL	English as an Additional Language	SSE	Sign Supported English
EBac	English Baccalaureate	STARS	Out-of-school club for deaf children and their families
EdD	Doctor of Education	TA	Teaching Assistant
Edexcel	Awarding body	ToD	Teacher of the Deaf
ESRC	Economic and Social Research Council	UCAS	Universities and Colleges Admissions Service
FEAPDA	Fédération Européenne d'Associations de Professeurs de Déficiants Auditifs (European Federation of Associations of Teachers of the Deaf)	UCL	University College London
FLSE	Federation of Leaders in Special Education	UK	United Kingdom
FM	Frequency Modulation (radio)	US	United States
FTE	Full-Time Equivalent	USA	United States of America
GCE	General Certificate of Education	VI	Visual Impairment
GCSE	General Certificate of Secondary Education	VIEW	Professional association of teachers of visually impaired children
HE	Higher Education	Wi-Fi	Wireless Fidelity – wireless broadband
HMI	Her Majesty's Inspector	WJEC	Welsh Joint Education Committee (awarding body)
HMIe	Her Majesty's Inspectorate of Education (Scotland)		
HMP	Her Majesty's Prison		
ICT	Information and Communications Technology		
IPSOS Mori	Polling organisation		
LPC	The French version of Cued Speech		
LSA	Learning Support Assistant		
MEd	Master of Education		

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

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 and you will receive 10% of their membership fee as an 'Introduction fee'.

Type	Who	Key Benefits
Full	Those who hold a recognised qualification as a Teacher of the Deaf Those in training as ToDs	5 x Magazines 4 x Journals (DEJ) and complimentary downloads of all Journal articles Full access to Consultant Full access to members' area of website On-line resource area Discounted CPD fees Tax relief Voting rights
Retired from full membership	Members who have retired from paid employment may choose this category of membership	5 x Magazines 4 x Journals (DEJ) and complimentary downloads of all Journal articles Access to members' area of website Discounted CPD fees
Associate	Those not eligible to be full members (for example main school staff, SENCo, SdLT, social worker, NHS worker, parent/carer etc)	5 x Magazines 4 x Journals (DEJ) and complimentary downloads of all Journal articles Access to some parts of members' area of website Discounted CPD fees
Special	Those working with deaf pupils in a support position in the classroom eg LSAs, CSWs, TAs	5 x Magazines Access to some parts of members' area of website Discounted CPD fees

- Current full members about to renege 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.
- Retired members who return to paid employment should inform the Membership Secretary of their changed circumstances.
- 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 2012

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.

Download the form from www.BATOD.org.uk >> The Association >> BATOD membership

	Annual Direct Debit	Quarterly Direct Debit	Cheque
Full members	£ 70.00	£ 18.30	£ 75.00
Full retired members	£ 35.00	£ 9.15	£ 37.50
Associate members	£ 70.00	£ 18.30	£ 75.00
Special members	£ 35.00		
Overseas membership Add postage to appropriate fees - Europe: £16.00, Rest of the World: £24.00			

ToDs in training will be entitled to a £20 reduction in membership fee if the course tutor countersigns the membership application form (valid for 2 years) if paying by direct debit

The BATOD Membership Secretary may be contacted via membership@BATOD.org.uk

The BATOD Treasurer may be contacted via treasurer@BATOD.org.uk

Regulars

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			
18	The Ear Foundation	Assessing Functional Listening and Speech Development: two courses in one day!	The Ear Foundation, Nottingham NG7 2FB
22	The Ear Foundation	Deaf Children at Secondary School: for Teaching Assistants	The Ear Foundation, Nottingham NG7 2FB
24	The Ear Foundation	Children Deafened by Meningitis	The Ear Foundation, Nottingham NG7 2FB
26	BATOD NEC	Association business	Double Tree by Hilton Hotel, Westminster
30	BATOD Midland	Counting on Progress Using Numicon to support children with number difficulties 17.30 start	Birmingham University, room 139
30–1 Jun	Family Centred Early Intervention	First International Congress on Family Centred Early Intervention for Children who are Deaf or Hard of Hearing	Bad Ischl, Austria
30	The Ear Foundation	Working with Deaf Children from Diverse Families	The Resource Centre, Holloway Road, London N7 6PA
June			
5–7	NHS 2012	Beyond Newborn Hearing Screening. Infant and Childhood Hearing in Science and Clinical Practice	Cernobbio (Lake Como)
7–9	AHS 2012	Second International Conference on Adult Hearing Screening	Cernobbio (Lake Como)
11	The Ear Foundation	Critical Self-Review: Self-Evaluation for Schools with a Unit/Resource Base – day two of a two-day workshop	The Ear Foundation, Nottingham NG7 2FB
13	The Ear Foundation	Working with Deaf Children from Diverse Families	The Ear Foundation, Nottingham NG7 2FB
14	The Ear Foundation	Children with Cochlear Implants at Secondary School	The Ear Foundation, Nottingham NG7 2FB
16	The Ear Foundation	Considering a Bone Anchored Hearing Device for You or your Child? An Information Day for Families	The Ear Foundation, Nottingham NG7 2FB
16	Wordswell Speech and Language Therapy	Towards a Positive Future 2012	Arlington Arts Centre, Newbury, Berkshire RG14 3BQ
18	CHESS	'One size does not fit all': Assessing Deaf Students' Needs in HE	University of Birmingham
20–22	South Tees Hospitals NHS Foundation Trust and Phonak	Hearing Aids: The Inside Track; more information: anne.davies@stees.nhs.uk	James Cook University Hospital, Marton Road, Middlesbrough TS4 3BW
21–22	The Ear Foundation	Deaf Education International Conference: Moving On with Cochlear Implantation?	The National College for School Leadership, Nottingham
26	James Wolfe Primary School	Open day for professionals in deaf education	James Wolfe Primary School, Greenwich
27	The Ear Foundation	Complex Needs and Deafness: for Staff in Special Educational Settings	The Ear Foundation, Nottingham NG7 2FB
July			
2	BATOD Wales	Training afternoon and AGM	Carmarthen
2–3	The Ear Foundation	ACE: Assessment of Comprehension and Expression	The Ear Foundation, Nottingham NG7 2FB
August			
30	BATOD Nothern Ireland	Training day	Belfast

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: Joanna McAloran, 6 Liscorran Road, Lurgan, Craigavon BT67 9JR
 Treasurer: Antonette Burns, 39 Wynchurch Avenue, Rosetta, Belfast BT6 0JP

Scotland

Chairperson: Carol Thomson, 11 Quarryfoot Green, Bonnyrigg, Midlothian EH19 2EJ
 Secretary: Jean McAllister, 26 Willowdale Crescent, Glasgow G69 7NL
 Treasurer: Post vacant

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: Joanne Hughes, Westley Middle School, Oliver Road, Bury St Edmunds, Suffolk IP33 3JB

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: Sue Denny, 47 Burscough Road, Ormskirk L39 2XE
 Secretary: Trish Cope, 23 North Drive, High Legh, Knutsford, Cheshire WA16 6LX
 Treasurer: Sandy Goler, 9 Hill House, Cartworth Moor, Holmfirth, West Yorkshire HD9 2RL

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: Meryl Hunt, Auriol Junior School, Vale Road, Stoneleigh, Surrey KT19 0PJ

South West

Chairperson: Post vacant
 Secretary: Hazel Sutherland, 8 Osney Crescent, Paignton, Devon TQ4 5EY
 Treasurer: Beverly 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

...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

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

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

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

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: Information Press Ltd, Southfield Road, Eynsham, Oxford OX29 4JB

Magazine Project Manager: Kath Mackrill

Postgraduate Courses



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

- 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)**
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)**
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**
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.



ONLINE

SHORT COURSES 2012 - 2013

COMING SOON

This year our latest programme of short courses for Parents and Professionals will be available online in June 2012. Look out for our latest up to date version on our website www.maryharetraining.org.uk.

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). Email: f.mcmenemy@maryhare.org.uk / Tel: 01635 244355.

Short Courses

Mary Hare Training

Consultancy

Conferences

Postgraduate Courses

BSA Accreditation

BTEC Training

Tailor-made courses

www.maryharetraining.org.uk