

Newly arrived children in the practice of teachers of the deaf



Sheffield Service for Deaf and Hearing Impaired Children:

A case study

Ania Likierska

Aim of presentation:

- to look at impact high numbers of children newly arrived from abroad had on daily practice of teachers of the deaf;
- to discuss means implemented by the service;
- to provide suggestions of future actions.

Plan of presentation

- general information on the service;
- background community information;
- figures;
- impact on daily practice;
- future considerations.

Sheffield Service for Deaf and Hearing impaired Children

- Team consists of Teachers of the Deaf, Educational Audiologist, Specialist Teaching Assistants, Technician Teaching Assistant, a Deaf Instructor and Support Workers for children whose first language is not English.
- 3 primary Integrated Resources staff;
- 3 secondary Integrated Resources staff;
- Peripatetic team is divided into pre-school team, primary team and secondary team.
- Service supports children from 0 to 16 years old.



Roma community



- Roma are a **transnational people**;
- They are Europe's both largest and most discriminated against ethnic minority group;

(Penfold, 2015, p. 7-8)



Roma community



- They originate from **the Northern Punjab in India** which they left between 500 – 1000 CE;
- Historically, they have been persecuted and even treated as slaves;
- The **last Roma slaves** were freed in Europe in 1868 after Queen Victoria's silver jubilee;

(Penfold, 2015, p. 7-8)



Roma community



- It is estimated that during **Holocaust/Porraimos** between **500,000** (Milton) to **1,500,000** (Hancock) were murdered;
- After WWII many Roma were forcibly settled behind the Iron Curtain;
- Roma sometimes conceal their ethnicity for fear of persecution and adopt the identity of their country of origin.

(Penfold, 2015, p. 7-8)

Roma community in Sheffield

- **225,000** – estimated Roma population in the UK;
- **25,000-30,000** – estimated Roma population in Yorkshire and Humberside;
- Most Roma living currently in Sheffield originate from two countries: **Slovakia and Czech Republic:**



Czech Republic was ruled against by the European Court of Human Rights in 2007 for segregation in education system and Amnesty International published a report on Slovakia for creating divided educational streams limiting some children's options for further education ("From Segregation To Inclusion Report", 2011)

Roma community in Sheffield

- **2,100** – official number of Slovak Roma people in Sheffield; This number is an underestimate due to many Roma concealing their ethnicity.
- Concentration in few areas of the city, especially:
 - Fir Vale and Page Hall – estimated 55-600
 - Tinsley and Darnall – 1,500
- **Romani** is the language most widely spoken by community, although there are different dialects and varieties. (Matras, 2011)

Steps taken by Sheffield City Council as part of Sheffield's Inclusive Learning Strategy

- between **September 2012 to July 2013:**
1243 newly arrived children from abroad;
- cooperation with **NDCS**;
- new **Transitions Service** within Learning and Inclusion Service;
- **Newly Arrived Pupils Pilot Programme**;

Steps taken by Sheffield City Council as part of Sheffield's Inclusive Learning Strategy

- **EAL Champions** incentive:
intensive programme of professional development sessions on EAL pedagogy and practice, school/setting based action research and mentoring (courses for both teaching and support staff);
- early years settings: developing **ORIM Framework** (Opportunities, Recognition, Interaction Models);

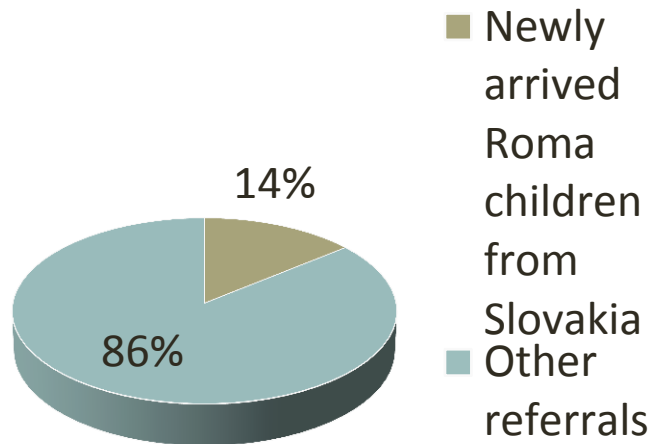
Steps taken by Sheffield City Council as part of Sheffield's Inclusive Learning Strategy

- **bilingual assessment** project by bilingual TAs;
- basic and advanced **Communicate in Print** training for all school settings;
- **collaboration** with:
 - University of Sheffield, Sheffield Hallam University, Teaching Schools Alliance, Learning Hubs, Local Authority officers to develop best practice.

New referrals to Sheffield Service for Deaf and Hearing Impaired

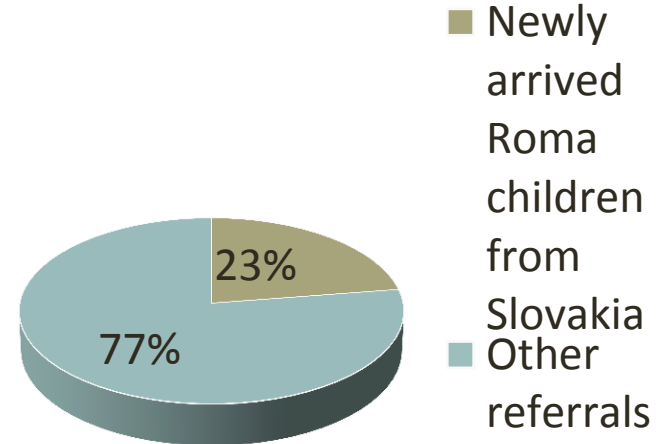
2013 - 2014

Number of new referrals: 206

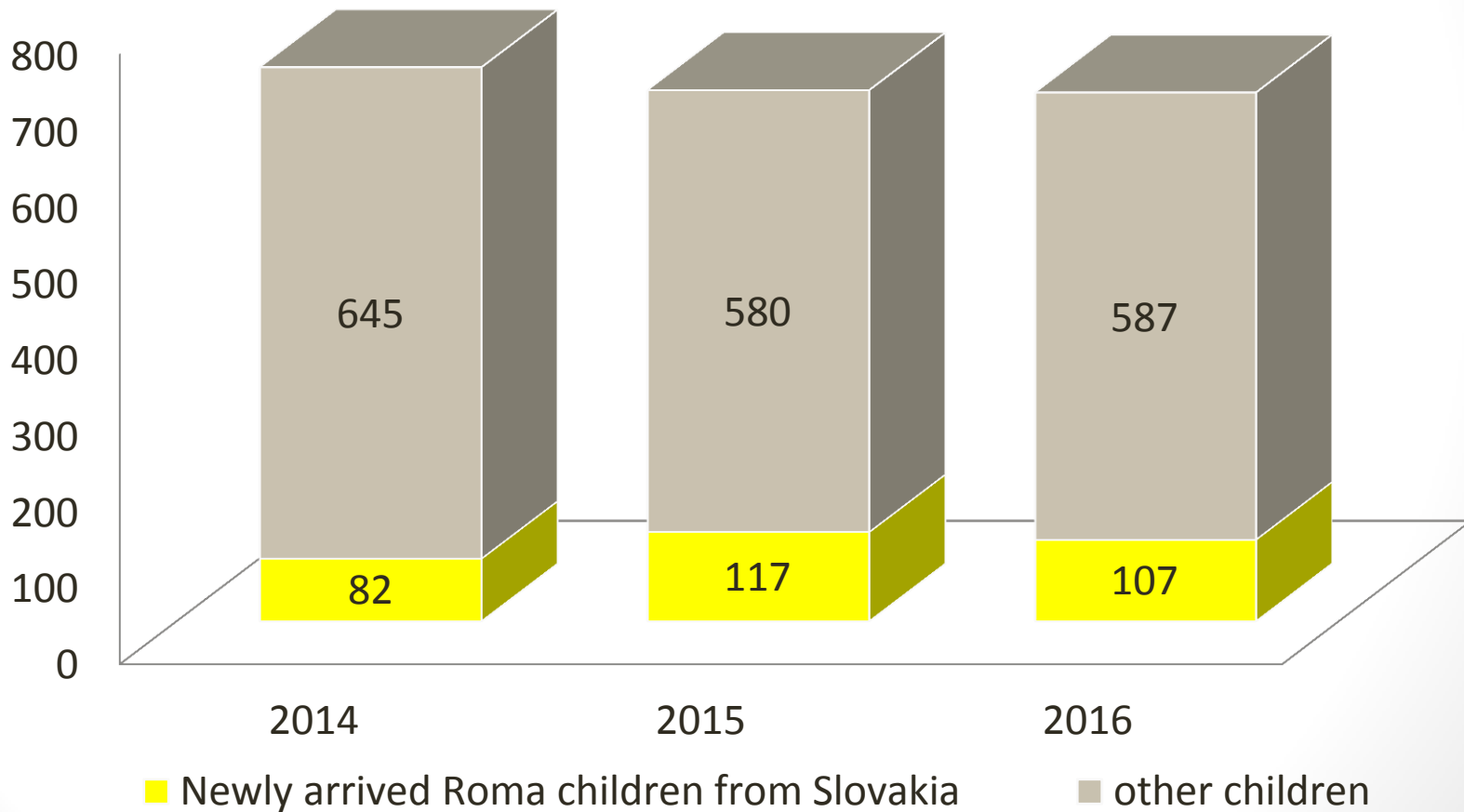


2014-2015

Number of new referrals: 146



Newly arrived Roma children from Slovakia supported by the service



Impact on the service

- New referrals of newly arrived children:
increase from **14% to 23%**
- Number of newly arrived children supported by the service:
increase from **11% to 17%**
- April 2016:
67% of highest input children
(C level = weekly support)

Specific issues related to newly arrived Roma children with hearing losses

- **Undiagnosed hearing loss;**
- **Never used any form of amplification;**
- Most cases of **moderate or severe bilateral sensori-neural** hearing loss which prevented those children from having access to sounds of speech;

Specific issues related to newly arrived Roma children with hearing losses

- **Poor or no communication skills** in home language;
- Slow development of English in school;
- Families with several hearing impaired children and hearing impaired relatives;
- Children with additional educational difficulties often undiagnosed;
- Children of all ages with **no previous experience of schooling**;

Specific issues related to newly arrived Roma children with hearing losses

- Lack of engagement with health and other professional services, resulting in **non-attendance at appointments**;
- Additional health issues;
- Moving into post 16 educational placements requiring additional ongoing support from the service.
- For pre-school peripatetic team, they would often be the first point of professional contact for many families.

Activity:

Child profile

Actions taken by peripatetic teacher of the deaf:

- Multiple home visits with Roma speaking TA to develop family's understanding of deafness and support his hearing aid use at home;
- Signing lessons offered to all family members;
- Coffee mornings invitations to family to encourage meeting other families of hearing aid wearers;
- Support reminding family in home language of clinic appointments and attending with them whenever possible;
- Invitations and encouragement to attend any other service events that would be attended by other members of family's community;
- S invited to Teenfest – annual three day trip for secondary age children organised by the service for children attending both mainstream schools and IRs to have a chance to socialise with their deaf peers;
- Deaf awareness training offered to his local school staff and students.

Impact on the service: staffing levels

- **Teachers of the deaf:**
from **6.4 FTE** in 2013 to **7.6 FTE** in 2015;
- **Specialist Teaching Assistants:**
 - from **0.4 FTE** in 2013 to **3.2 FTE** in 2015;
- **Roma Teaching Assistant:**
from **0.5 FTE** in 2014 to **1 FTE** in 2016;
- **Technician teaching Assistant (September 2016):**
from **0 FTE** to **1 FTE**.

Impact on the service: support category levels

- **NATSIP criteria**
- **Providing additional support** to schools with highest number of newly arrived children with diagnosed hearing loss, very poor or no communications skills and recent diagnosis and amplification.

Impact on the service: supportive strategies and incentives

- **Regular deaf awareness training**, with particular focus and multiple sessions delivered at schools with high numbers of newly arrived Roma children, including coffee mornings with parents to discuss any deafness related practical issues, such as booking clinic appointments, training in how to insert hearing aids/replace tubing/change batteries etc.
- **EAL Champion** - one of peripatetic Teachers of the Deaf trained to support all service implementing best practice in this area;
- **“Newly Arrived Pack”** - Teachers of the Deaf in cooperation with local Speech and Language Therapists have developed a set of resources to use in schools with children who have no English or no language at all;

Impact on the service: supportive strategies and incentives

- Service **Annual Training Day 2015** - focused fully on the issue of Newly Arrived children and included keynote speakers on Roma culture and community representatives;
- **Educational Audiologist** – additional training was provided in taking earmould impressions in schools with highest numbers of newly arrived;
- **Cooperation with Sheffield Children’s Hospital Hearing Services clinic:**
 - Annual joint training day for service and clinic staff;
 - Training workshops throughout the year with any technological updates, feedback on procedures currently in place between both services and their functionality;

Impact on Sheffield Children's Hospital Hearing Services

- **Audiology clinics** identified 20% of users as Roma from Slovakia (Roma Source, 2012)
- **Training opportunities for Educational Audiologist** – upon completion of earmould taking course, Ed. Aud. was supported by providing opportunities to shadow audiological staff and gain more experience at the clinic;
- **Hearing tests performed at schools** by audiological staff (Loxley and Murfin, 2015) proven to be “an effective and financially viable method of assessing children who are new to the UK who have not had a hearing screen” (Loxley and Murfin, 2015, p. 9);
- **Appointments** made in a manner ensuring that all children from one newly arrived family could attend on the same day;

Conclusions

- Successful provision for the large group of newly arrived children was contributed to by **service flexibility** with regards to its staff distribution;
- Service staff were ensured **continuous professional development**, enabling them to work with children of any age and linguistic ability and varied school settings;
- **Service cooperated very closely with other agencies** such as SALTs, EAL champions, Audiology department and schools experiencing high numbers of newly arrived children in Sheffield;
- **Raising deaf awareness** amongst teaching and support staff, as well as families and other Roma community members, local police and other professionals.

Future Implications

- temporary resource base;
- question of independence of the service
- funds distribution across the country

Government should monitor changes in local services and increase its funding according to demand facing certain areas if nationally recognised standards and levels of support for all children diagnosed with hearing loss are to be maintained.

Any questions?

Thank you

References

- Matras, Y. (2005) *The status of Romani in Europe*. University of Manchester: Manchester.
- Fremlova, L., Ureche, H., Anstead, A., Surdu, M., Szira, J., Friedman, E. and Shaina, S. (2011) *From Segregation to Inclusion: Roma Pupils in the United Kingdom. A Pilot Research Project*. Equality and Roma Education Fund.
- Sheffield City Council (2013) *“Sheffield’s Inclusive Learning Strategy. Briefing Paper Number 6 – August 2013”*, pp 1-16.
- Loxley, T. and Murfin, J. (2015) *“Medical Division. Hearing Services. Service Evaluation: A review of the outcomes of hearing tests performed in school for children who are new to the UK.”* pp 1-14.
- Roma Source (2012) *Yorkshire & Humber Roma Practitioner Network Bulletin* Migration Yorkshire, Leeds
- Penfold, M. (2015) *Improving Education Outcomes for pupils from the new Roma communities* by Babington College, Leicester: British Council.
- Sheffield City Council (2015) *Roma Community Knowledge Profile*, Available:
• <https://www.sheffield.gov.uk/your-city-council/sheffield-profile/community-knowledge-profiles.html> accessed on 13th April 2016.
- All factual and numerical information on Sheffield Service for Deaf and Hearing Impaired Children was provided directly by head of service Caroline Chettleburgh and Peripatetic Team Leader Anne Wilson;
- Information on Sheffield Children’s hospital Hearing Services was provided directly by Louisa Parkin, one of the Audiology team members and Sheffield Children’s hospital.