



British Association of Teachers of the Deaf

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From your editor

This edition of the Magazine is different from most. We usually have a specific subject on which we commission a range of articles – and sometimes we also receive unsolicited contributions on the same

theme. On this occasion the subject matter is broader and much more diverse – a sort of miscellany. We have called it 'Tips and information for Teachers of the Deaf'. This has allowed us to put together a very varied range of contributions, including articles on dealing with difficult conversations with parents, questions asked of technicians when they visit schools, useful websites, teaching science, deaf children new to the UK, collaborative working practices between education and social services and an update on current proposed changes to the SEN and disability system in England. We hope you enjoy the range. As ever, please do not hesitate to let us know if you have any ideas for themes or indeed individual articles for future Magazines. They are always welcome.

It is clear that many Teachers of the Deaf colleagues and heads of schools and services would welcome the idea of a supply list of ToDs. We are looking into how best to develop this but would like to gauge the number of possible ToDs who might wish to be on that list. Please let me know at exec@batod.org.uk if you would be interested – whether for full-time work or single days.

Forthcoming topics:

March	Extra-curricular activities
May	Conference 2013 – Achieving Potential with Technology
September	Acoustics
November	How do Teachers of the Deaf make a difference?

Paul A. Simpson

Magazine Editor

Tips and information

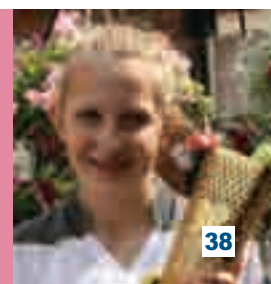
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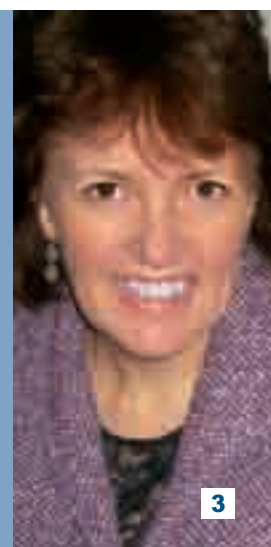
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Talk to Executive Officer Paul Simpson

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Cover

The BATOD Conference 2012. Picture taken by Arnold Underwood.

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Achieving potential

Karen Taylor reports on a busy spell of visits to the different BATOD regions and nations and picks out some key points for improving the lives of deaf children and young people

November proved to be a busy month for me as President of BATOD – starting with a presentation at the Signature Conference at Canary Wharf in London. We were asked to focus on getting the right support so that deaf children and young people can achieve their full potential. It was a really interesting and varied conference, with SEN Minister Edward Timpson MP as the keynote speaker. You can access all the information through the Signature website. I then had the pleasure of attending BATOD Scotland's annual conference in Glasgow. This focused on changes to the curriculum and examinations in Scotland and provided very practical workshops on areas such as lip-reading. My thanks to Carol Thomson and the team, who looked after me so well. It is important that BATOD can represent the nations and regions equally well. We are good at responding to consultations that affect England and need to ensure that we also respond as well to those from the other nations. This was discussed further at the November Steering Group.

The following week I was invited to BATOD North's regional conference in Huddersfield, 'Focusing on the Whole Deaf Child', which was well attended and again had a range of practical workshops with Danny Lane from Music and the Deaf giving the keynote speech. Once more, my thanks to the team who looked after me so well. Visiting the regions and seeing the high quality professional development and commitment of our Teachers of the Deaf is one of the real privileges of being President.

Visiting the regions has also given me an insight into the many changes to service provision that are evolving. Please do contact BATOD if local developments are having an impact on the profession and the provision offered to deaf children and young people in your area so that we can offer support wherever possible.

In October 2012 the Ofsted report *Communication is the key* was published. The full document is available at www.ofsted.gov.uk/resources/120169/ This is a small survey drawing on evidence from good practice case studies and from the views of children and young people, their parents and professionals in three local authorities. It highlights the key factors that underpin effective joint working across agencies, for example:

- Teachers of the Deaf who have high levels of expertise, playing a pivotal role in providing and co-ordinating support.
- Specialist staff with the right skills, experience and

knowledge and a good understanding of the needs of the individual children they work with.

- Children placed in the centre of the process – where multi-agency assessments consider all the child's needs.
- Children's views being sought and respected.

These are just a few of the many excellent examples of good practice in deaf education. The report also identified a number of areas that authorities need to develop further:

- Well co-ordinated involvement of social care staff in supporting deaf children and young people.
- Strategic planning and quality assurance.
- Evaluation of the quality of services and the impact on improving the lives of deaf children and young people.

The latter is an increasingly important part of our work. As funding changes and local authorities reduce the core services they provide we need to ensure that the value of all professionals working with deaf children and young people is recognised and celebrated. The areas of development identified may take many of us out of our comfort zone, but to ignore them may well be to the detriment of the deaf children and young people we support. We need to:

- evidence the impact professionals make
- publicise the good work we do
- keep the profession high profile
- be alert and respond quickly to proposed changes
- keep the education of deaf children and young people high on the local and national agenda.

Communication is the key highlights the good practice we can all be proud of. The cases studied in the report show that when diagnosed early, placed in the right school, with parent or carer involvement and with the right support, deaf children and young people can match their hearing peers in their educational achievement, demonstrating that deafness in itself should not be a barrier to achieving their full potential.

Don't forget the BATOD Conference and AGM on 9 March, which will be held at Austin Court in Birmingham. The theme is 'Achieving Potential with Technology'. It will be awesome.

Karen Taylor



Difficult conversations

According to [Amy McConkey Robbins](#), if Teachers of the Deaf are to provide a full and efficient service for deaf children they need to be equipped with the necessary training and resources and be prepared to have honest conversations with families that will lead to constructive solutions

Mr and Mrs Wilson, parents of a daughter aged three years three months, were mystified by her communication test results. Their baby's deafness had been identified at birth, and she had been fitted with hearing aids and begun family-centred therapy shortly thereafter. At the age of 12 months, she received bilateral cochlear implants. The family's desired outcome was listening and spoken language and her therapy had been focused in this direction. This child had had the advantages of early identification and technology being fitted, yet her parents were stunned and angry to hear the results of a recent speech/language evaluation. Testing showed that their daughter had not achieved the auditory milestones typical of early implanted children and was almost two years delayed in all areas of language. Although her parents understood most of her communication attempts, they agreed with the examiner's findings that her spontaneous output consisted largely of jargon plus single words and 'giant words' such as 'alldone' or 'loveyou' rather than true word combinations, indicating that her expressive language level was below that of an 18-month-old child's.

This bright, spirited child had no other disabilities and lived with loving and committed parents. What accounted for her slow progress? In exploring the details of this actual case study, I want to focus on the three factors that played a role in this child's underachievement and, I suspect, in that of other deaf children who would seem to have every advantage in this age of universal newborn hearing screening and superb technology:

- The mismatch between ToD preparation and current job expectations.
- A disconnect between parents' desired outcomes for their child and the practices necessary to achieve those outcomes.
- The ability of ToDs and other hearing health providers to have difficult conversations with families.

Fortunately, there is a growing number of resources for improving each of these areas and reason for optimism by our profession.

The mismatch between ToD preparation and current job expectations

ToDs have increasing demands placed on them,

often without accompanying supports or ongoing mentoring. Advances in technology, early identification via newborn hearing screening and the provision of family-centred early intervention have reshaped the services that ToDs are expected to provide. But changes in identifying babies early and fitting them with hearing technologies have not been matched by an equally rapid expansion of in-service courses or mentoring opportunities for ToDs, nor in the number of teachers available to serve these babies. Many ToDs were not trained to work with infants or toddlers and may have been prepared to work in a classroom setting, rather than a home environment where parents are partners in teaching.

Ever-improving hearing technologies create uncharted territory, requiring professionals to learn on the job how to manage hearing aids and cochlear implants on infants and toddlers and, equally challenging, how to keep the technologies working and used on a full-time basis. Sobering data suggests that many families overestimate the actual amount of time babies wear their hearing aids or cochlear implants, and that families and ToDs may not recognise the urgency to find a solution that leads to rapid full-time device use by the baby.

The disconnect between parents' desired outcomes and the practices necessary to achieve those outcomes

An important historical shift in the 1990s was the move in infant education from professional-centred to family-centred practice, a trend that has redefined early identification in constructive ways. An abiding principle of family-centred practice is that families be empowered to choose the outcomes they value for their child's communication, and that professionals support parent choice. As with any shift, however, some common sense may have been discarded, with 'family-centred practice' sometimes misinterpreted to mean that parents should be protected from bad news and should not be engaged in frank conversations that might be uncomfortable or emotional. I believe such a misinterpretation underestimates the stamina and resilience that parents have and unintentionally insults a parent's ability to handle tough decisions. How do we respond when families have the desire for certain outcomes but do not put into practice what is needed to achieve those outcomes?

The National Early Childhood Technical Assistance Center (NECTAC) is a resource agency of the US Government that conducts training for teachers of babies with disabilities and their parents and distributes documents such as the *Looks Like/Doesn't Look Like* paper. This paper delineates examples of 'good' and 'bad' family-centred practices, and includes Principle 2: 'Don't view families as apathetic because they miss appointments or don't carry through on prescribed interventions; rather, re-focus interventions on family priorities.' My concern with this statement is that the priorities of the family, their desired outcomes for the child and their follow through to achieve those outcomes may not be in alignment.

This was the case with the Wilson family described at the beginning of this article. Though their chosen outcome for their daughter was listening and spoken language, they had never achieved her full-time use of either hearing aids or cochlear implants and she continued at the age of three to pull her technology off as an attention-seeking, defiant behaviour. *She* was in control of her technology, not her parents. (She was also non-compliant in daily routines such as mealtimes and going to bed, both of which should have sounded alarms for the ToD.)

Consistent and early use of hearing technology has been shown to stimulate the development of auditory cortical pathways, whereas inconsistent or delayed auditory input results in slower development of auditory neural connections. This is a physiological fact, not a philosophical opinion. Thus, babies who use their hearing devices consistently and from a very young age demonstrate maturity of cortical responses that begins to resemble that of children born with normal hearing.

When families such as the Wilsons struggle to keep technology on a baby, it is certainly appropriate for the ToD to provide a wide range of support and helpful hints, encouraging families to speak with other parents about how they dealt with this issue, to attend a course such as those offered at The Ear Foundation in Nottingham or to consult a family-based website such as Listen Up (www.listen-up.org). It is equally important for the ToD to explain that a child's use of technology is not a domain separate from spoken communication, but the foundation of auditory skills and oral language. In short, your baby's brain needs full-time hearing device use if his/her brain's auditory centres are to develop fully.

If families have never been told, gently but bluntly, that listening and spoken language depend on their baby having consistent auditory input all day long, how are they supposed to find this out? When

a family has identified spoken language as the outcome goal but does not follow through to achieve full-time hearing device use and misses appointments, we are doing the family a disservice not to explain in our counselling the irreversible consequences of auditory deprivation, as revealed in brain research studies. I see such counselling as an ethical responsibility of the ToD. If the parents say they cannot or choose not to meet those conditions or that their priorities have changed, the ToD should supportively review other communication options with them, discussing successful outcomes using communication methodologies that are not linked to full-time use of amplification or spoken language through listening.

Difficult conversations and the therapeutic alliance

Being honest with families about such issues as full-time technology use falls under the category of difficult conversations. Books have been written on this subject but one writer has described a difficult conversation as 'anything you find hard to talk about'. Difficult conversations deal with sensitive topics, can evoke emotional reactions and typically address issues that may be temporarily painful. But that does not mean we can avoid them; it is part of the maturity of the professional to have the courage and honesty to initiate these conversations and, conversely, to be responsive when families initiate them. A difficult conversation is constructive when teachers have established with parents a foundation of mutual trust, authentic communication and respect in what is termed the 'therapeutic alliance'.

Establishing such an alliance with families over time is the platform that makes difficult conversations civil and productive. A therapeutic alliance is based on collaborative problem solving, accountability and alignment of purpose. In other words, the parent and ToD know that they are both fully committed to doing everything they can to help the child fulfil his or her potential.

In the Wilsons' case, their child had never worn her hearing aids or cochlear implants during all waking hours and the family hadn't known how to meet this goal. It would have been a conversation starter for the ToD to offer the statistic that two hours per week in therapy make up only 2% of a baby's waking hours, whereas everyday activities such as nappy changing and feeding occur at least 2,000 times before the first birthday. This statistic speaks to the power of families to influence, positively or negatively, their child's communication after technology has been fitted. Parents who take advantage of just ten interactions each waking hour will have provided more than 36,000 teachable moments between the ages of one and two years.

The Wilsons might have been asked how they felt about the lost opportunities if their child were not wearing her cochlear implants during these thousands of teachable moments. The ToD could have offered support: 'How can we work together to improve your daughter's full-time use of her cochlear implants? What could I do that would be helpful to you? Are there issues you'd like to discuss with me that I'm not aware of?'

Working smarter

ToDs give countless hours of committed, loving attention to babies and families. Though the rapid changes in the field may indicate an onslaught of additional work, I believe the solution lies in 'working smarter, not harder'.

ToDs deserve funding to attend conferences, engage in training and establish mentoring relationships with other educators. They need to be given an arsenal of user-friendly assessment tools that will track progress and support early suspicions if a child is not achieving skills at an acceptable rate. If this ToD had had access, for example, to McConkey Robbins's *Red Flags* procedure, she would have identified within months of initial

stimulation several areas in which the child was not demonstrating skills mastered by early-implanted children. The ToD might have had an honest discussion with the family, showing them the red flags chart and reviewing factors that contribute to slow auditory progress with cochlear implants. A difficult conversation with the parents at that very young age about the importance of technology use might have changed the course of the child's acceptance of cochlear implants.

Thankfully, this family is headed in the right direction now, where their desired outcomes align with the behaviours necessary to achieve them, although the child is faced with closing the gap that formed in those first years. Having gained skills and confidence and been given evidence-based monitoring tools, the ToD continues to play a pivotal role in supporting this child and her family within the context of a strong therapeutic alliance.

Amy McConkey Robbins is a speech-language pathologist in Indianapolis, USA. Parts of this article were presented at the meeting, 'Deaf Education – Moving On? The Impact of Cochlear Implantation' in Nottingham, June 2012.



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SEND – where are we now?

Paul Simpson provides an overview of recent proposed reforms in the special educational needs and disabilities sector

The Coalition Government made it clear from the beginning of its term of office that ministers wanted to see significant changes to the special educational needs and disabilities (SEND) system. After a consultation, which started in March 2011, the Government took over a year to formulate its response. A *Next Steps* document was produced laying out key proposals, which led in due course to some draft provisions for SEND reform within the framework of a new Children and Families Bill.

The whole SEND sector had been gearing itself up over the year to respond to the draft provisions in the hope of changing and adapting them where they were felt to fall short and welcoming them where they seemed positive and helpful to the sector. BATOD played its part responding to concerns expressed by members.

Part of the pre-legislative scrutiny required us to respond to specific questions from the Select Committee on Education. We submitted a reply as BATOD that had been formulated through a working group at a National Executive Council meeting but we also contributed to or supported submissions from the Special Educational Consortium, Every Disabled Child Matters, the National Sensory Impairment Partnership and The Communication Trust. I was a member of the Special Educational Consortium parliamentary group and this involved lobbying politicians during the parliamentary process. It is very important for BATOD to combine with other organisations in pursuing similar aims and this was a clear opportunity for that collaborative working.

Across the sector there were very positive responses to a number of the key draft provisions. These included the proposed introduction of the education, health and care plan bringing together those three key agencies. Also the fact that the plan will cover the ages of 0–25 was hugely significant and greatly to be welcomed, especially as it will make statutory the support of those children under two, of which there are many following the successful institution of newborn screening. It will also improve the often poor practice at the point of transition at 16 or 18 when whole new reassessments can be needed and young people find themselves in many cases receiving far less support than had seemed essential only the previous year. If the expectations are realised, this should be less likely to happen, although there are significant worries about where the financial support for these changes will come from.

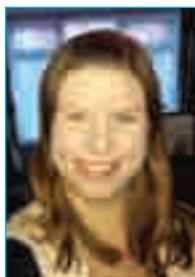
Other positive provisions include the local offer in which local authorities have to lay out clearly what is offered to children and young people with SEN and disability in their area. Some Teachers of the Deaf were concerned that for some deaf children, especially those with complex needs, the local authority can't in fact offer the appropriate support and it has to be sought in neighbouring authorities or further afield in special schools, for example, where many BATOD members work. This point has been made by many and is likely to be further considered during the passage of the Bill in 2013.

Other aspects of the provisions have given rise to some concerns and these are broadly shared across the sector and will be the subject of submissions and lobbying during the passage of the Bill. Paramount among them is, contrary to what many had expected and despite a strong emphasis on joint commissioning and multi-agency working, that there will be no legal obligations on health and social care to provide that which is laid out in the new plan, whereas in the case of educational provision there will be. Indeed, this has led some commentators to declare that the plans are no more than glorified statements.

The current SEN Code of Practice received parliamentary scrutiny when it was drawn up, whereas the proposed new one will be subject only to the wishes of the Secretary of State and this is another cause of concern. Personal budgets are also a cause of concern as there is a worry that if the funding is given to parents it could affect the efficiency of the service, especially if parents are allowed to choose which ToD they wish to work with their child. A further concern is that a headteacher would have managerial responsibility over personnel whom she or he had not chosen.

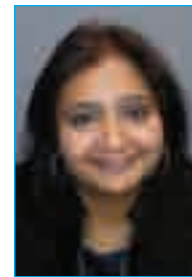
By the time this article is published we will know more. However, during the hearings in front of the Select Committee serious concerns were raised that the changes were proceeding too quickly. The Government has at the time of writing recognised that the work of the pathfinders – set up in several local authorities to examine in detail aspects of the proposals including the local offer, the new plan and personalised budgets – needs to be extended by 18 months. This has been welcomed but there seems, at least for now, no intention of slowing down the overall progress of the process.

Paul Simpson is the National Executive Officer of BATOD.



New to the UK

Jennifer Pick and Bharti Solanki focus on how their service deals with the arrival of deaf children in the UK and they explore the changing trends in these new arrivals



In Leicester City approximately 66% of children on the caseload for the Hearing Impairment Team are from homes where English is not the first language. Within these homes there may be an English-speaking parent or sibling so some English might be spoken at home but it is certainly not the predominant or only language. In recent years there has been a rise in severely or profoundly deaf children and teenagers arriving in the UK from abroad having never been aided or having been aided inappropriately. In some cases the families arrive knowing they have a deaf child; in other instances the families arrive without a diagnosis, or perhaps they have had a diagnosis but have been told that their children will grow out of it! Recently we have had an influx of younger children arriving from Eastern Europe who have already been fitted with cochlear implants.

Here are some examples of the children who have arrived in the service in recent years:

- A profoundly deaf boy, arriving in the UK at ten years old, having had one inadequate analogue hearing aid since he was six. He arrived knowing a few nouns in his home language and two English nouns, despite having attended an English-speaking school in Kenya. He also had an established home sign system, although his parents refused offers of sign support on more than one occasion as they wanted him to talk. Dad spoke English but at this point, four years ago, his siblings (who are also deaf) did not. His mum still does not. He has since been given one cochlear implant.
- A severely deaf boy, arriving in the UK aged 13. He was only identified to us when he was seen pulling an old bodyworn hearing aid out of his bag at school. Parents reported, through a Hindi interpreter, that he had good home language but we were unable to assess this as there was no Nepalese interpreter available. His parents spoke Nepalese and Hindi, but he only spoke Nepalese and a bit of English, as he had attended an English-speaking school. Dad spoke a minimal amount of English and mum spoke none.
- A profoundly deaf boy, arriving in the UK at four years old, having never worn hearing aids due to the family being told, in Afghanistan, that he would regain his hearing by the age of five. He had no language but babbled with intent, using a range of sounds. Dad spoke good English but mum spoke none and his five siblings were learning English having been in the country two years. He now has bilateral cochlear implants.

For each of these children we had to decide what was the best course of action. Obviously, the first thing that we do is to make contact with the families as soon as we are aware of the children. We then rapidly get them to come into our audiology clinic where they are fitted with hearing aids that match their needs. This may take more than one appointment, particularly for children who have no experience of listening as they are often unable to complete a hearing test. After consultation with parents and if it is appropriate, a referral is made for assessment for cochlear implantation – it is unlikely that this will be done at the first hearing test as families already have so much to take on board, but may be explored through home visiting or follow-up audiology appointments.

Once hearing aids have been fitted, lots of activities are carried out to establish good listening. The children are also assessed to enable us to decide how best to help them. This baseline assessment can also be used to assess progress at a later date. Early on we aim to video the child communicating in his or her own language, then with the help of an interpreter transcribe exactly what is being said so that we have an idea of how developed the home language is and the types of words that the child is using. We also do a range of formal assessments, choosing a selection from the British Picture Vocabulary Scale (BPVS), Test of Reception and Grammar (TROG), Assessment of Comprehension and Expression (ACE), South Tyneside Assessment of Syntactic Structure (STASS), Pre-school Language Scales, Renfrew Action Picture Test, word finding and narrative, depending on the child's age and ability to establish language levels, both in English and the home language. It is important to note that doing a BPVS, for example, in another language does not give you valid and reliable results, but acts only as a guide to the child's language level. This is particularly important if you are using a family member to help with the testing, as you cannot be sure of what they are saying. It is important to be aware that in some languages more clues are given than in others, for example in Romanian the word for cobweb is 'paienjenis' but the word for spider is 'paienjen', so obviously being able to identify the word cobweb in Romanian would not require the same level of vocabulary as it does in English.

As well as the formal tests discussed above we do a range of informal assessments, such as the Monitoring Protocol for Deaf Babies and Children, although this is difficult to use with older children. Vocabulary may be

Using an interpreter

Working with families through an interpreter raises a number of issues to bear in mind.

- It can make building a relationship difficult, as you never have a direct conversation.
- You cannot be sure that a direct translation is being given.
- There is a lot of technical and specific vocabulary that may not be translatable.
- If using the same interpreter, be wary of over-familiarity with the family, reluctance to discuss difficult issues or feeling they can add opinion on behalf of the family.
- The interpreter is unlikely to have an understanding of the issues being discussed, which can make it difficult.
- You may not have continuity of interpreter, making forging relations even more difficult.
- Take into account the family's opinion of the interpreter, if possible to ascertain, and try to use the one they prefer.
- Using family members is not encouraged but the family may prefer this rather than discussing private matters with a stranger.
- The meaning may 'get lost in translation' and you will have no way of knowing.

monitored using the Oxford Communicative Development Inventory, which can then be used as an ongoing record of vocabulary development. We will often carry out a non-verbal assessment too, to help establish if a child may have additional needs. This is usually the Raven's Progressive Matrices. Depending on the finding as well as observations of the child, we may then make a referral to an educational psychologist or a specialist teacher in learning or autism. This is also the point at which we would begin to apply for a statement if their language or cognitive needs suggest it is necessary.

We would hope that by this point the child is in school, but that is not always the case. If the child is in school we work with the school to make the child's first few days and weeks as smooth as possible. As well as visiting the child several times a week, we establish systems in the school with the teacher to ensure that the child can get by. These include setting up a buddy system, making sure that the child knows where the toilets are and has a way of asking if he or she can go

to the toilet! A visual timetable is usually set up so that the child knows what to expect of the day; if children are older they are given a visual timetable to keep with them so that they know what lessons are coming up.

We continue to visit the children and their families on a regular basis, working on developing their spoken English, but encouraging families to speak in their home language as well as English (if they can) with their child as it is widely accepted that if children do not speak the home language their self-esteem and relationship with their family suffer. It also gives them a base on which to pin English.

As stated earlier, there is a changing trend in the new arrivals into Leicester City.

Jennifer Pick is a ToD in Leicester City, having recently trained at the University of Manchester. Bharti Solanki is the Team Leader for Hearing Impairment in Leicester City, where the majority of children on the caseload have English as an Additional Language.

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Question time

While we may laugh (or cry) at some of the questions we get asked, there is usually a genuine issue or frustration that has generated them, says [Jeremy Hine](#)

Over the years I have worked in a variety of settings with deaf children and adults and one of the most interesting aspects that has been common to them all is the constant stream of questions that arises. A couple of examples that spring to mind are the mother who was having a problem keeping her child's hearing aids on and who asked me if it was okay to wrap insulation tape around his head, or the gentleman who wanted something to amplify the indicator relay in his car so he could hear it.

I recently joined the Ewing Foundation as one of the specialist audiology technicians and I'm happy to say the queries keep coming. Many of the questions we are asked unsurprisingly relate to FM systems, hearing aids and test box use. We often face the same questions day in and day out but each one is equally important and we endeavour to answer them all thoroughly.

Questions range from 'How do I connect the FM to a Soundfield system?' to 'How often should I check the hearing aids?' Often the question asked is about the equipment when really it should be more about the child. For example, 'What is the best FM system?' should really be, 'What are the best FM options for this child?' It is vitally important to look at the whole child and there are many different aspects you need to look at to help you make a decision. These will include the child's age, ability to manage his or her hearing aids and FM system, user acceptance, the classroom environment, how the system is to be used, which staff will be wearing the transmitter, the teaching style, and so on. What may be appropriate for one child may not be suitable for another.

Similarly, with checking equipment, how often this is done must be directed by the child's needs. We've all been to schools where the pupil and staff have said everything has been working fine only to find that the hearing aid batteries are flat (or missing) or the teacher is happily wearing the transmitter but the child has no FM receivers!

Although we know younger children will need their equipment checking more frequently, it can't be taken for granted that older students will need theirs checking less frequently. Key workers must be made aware of individual students' issues and how to

address them sensitively and appropriately for their age and ability. For example, you may see a child who uses ear-level FM receivers but each time you visit the hearing aid batteries are flat. A routine could be put in place to support and encourage the child to take responsibility for looking after his or her own hearing aid/FM system. The key worker could liaise with the family to find out which day the batteries are changed at home and could ensure that spare batteries are also kept in school. Perhaps if the batteries are changed at home on a Monday the key worker could encourage the child to change them at school on a Thursday to ensure that the hearing aids and FM system will be working throughout the week.

It is sometimes necessary to think 'outside the box' for solutions to problems we may initially believe are caused by faulty equipment. Recently I was visiting a school to check a Year 5 child's equipment. He was a very able and articulate child and immediately told us he was fed up because he was constantly getting a buzzing noise when using his FM system. This had been reported before to others but each time it was checked no problem could be found. We checked the FM system thoroughly but could find nothing wrong. I asked if I could see the classroom and it was then that the problem was discovered. The noise from the fan of the projector for the interactive whiteboard was considerable and this was directly above where the teacher stood. Whenever the teacher stood below the projector the microphone picked up the noise of the fan. When someone says they are getting a buzzing noise we usually assume that there is interference or a problem with the equipment but it isn't always the case, as this example shows. Fortunately this school was in the process of changing the projectors, so the problem was rectified.

It's also important to bear in mind that had this child not been reliable at reporting problems he may well have still been experiencing this problem. This highlights the need not only to carry out regular subjective and objective testing of equipment but also to ensure that the equipment is performing as it should where the child is using it. When a child does indicate a problem and it's not easily identified all avenues must be explored using a logical process of elimination.

Jeremy Hine is a specialist audiology technician with the Ewing Foundation.



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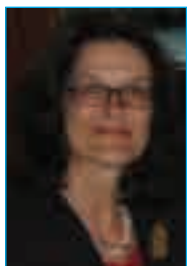
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PHONAK

Partners for Better Hearing



Eliminating discrimination

Lindsey Rousseau and Judy Sanderson present NatSIP's view of the Equality Act 2010 and its implications for Teachers of the Deaf



The purpose of the National Sensory Impairment Partnership (NatSIP) is to improve the outcomes for children and young people with sensory impairment, and our work to support this is through specific workstreams. We hope that these are all useful to Teachers of the Deaf and BATOD members and here we give you an overview from the work of the group which has been looking at the impact of the Equality Act in sensory impairment settings.

In March 2012, the workstream published NatSIP guidance about the Equality Act 2010 for those working with sensory impaired learners and this is available to download from the NatSIP website www.natsip.org.uk/. The contributors to the guidance were led by David Couch (a ToD), Judy Sanderson (a QTVI) and Steve Rose (from Sense) to ensure that all aspects of the needs of learners with hearing impairment, visual impairment and multi-sensory impairment were covered.

As with any web-based document, we are able to review and update the guidance and we (Judy Sanderson and Lindsey Rousseau) continue to work on updating the content as case law emerges. The latest revision includes reference to the implications of the reasonable adjustments duty relating to auxiliary aids and services in school settings, which came into force in September last year.

In 2010 the Equality Act replaced the Disability Discrimination Act (DDA) 1995 and 2005. This means that the Code of Practice for the DDA, which many schools have been using, is no longer up to date in law.

The definition of who counts as disabled under the Equality Act has been simplified, but is largely the same as it was under the DDA. A person has a disability if they have 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. In the definition it is important to realise that this is a low threshold as it is about protection from discrimination, and 'substantial' is more than minor or trivial. 'Normal day-to-day activities' include all the things we normally expect pupils to do in school.

Discrimination is defined in the Equality Act as a person being treated less favourably because they have a 'protected characteristic'. These 'protected characteristics' listed in the Act include many of the

broad categories that are often used to describe people, such as ethnicity, sexual orientation, gender and disability.

Public sector duties within the Equality Act give all public bodies, including schools, legal responsibilities to demonstrate that they are taking steps not just to eliminate discrimination but actively to promote equality. Schools are allowed to treat disabled learners more favourably than non-disabled learners and in some cases are required to do so, by making reasonable adjustments to put them on an equal footing with learners without disabilities. This applies to all schools, including academies, free schools and non-maintained and independent schools. It will therefore be very relevant to BATOD members wherever they work and especially when they consider their deaf pupils.

Discrimination

It is unlawful for any school to discriminate against, harass or victimise a learner or potential learner in relation to:

- admissions
- exclusions
- educational provision regarding curriculum and environmental access
- educational provision regarding extra-curricular activities
- educational provision regarding access to any benefit, facility or service.

Schools are advised to review regularly all their policies to ensure that they are not inadvertently discriminating. Policies will need to reflect the Equality Act and be updated from the previous DDA. A website which may help with this is that of the Equality and Human Rights Commission (EHRC). Its examples and guidance, while wider than those of schools and colleges, are very useful: www.equalityhumanrights.com/

Reasonable adjustments

Schools and education authorities have had a duty to provide reasonable adjustments for disabled pupils since 2002. From 1 September 2012 the reasonable adjustments duty for schools and education authorities has included a duty to provide auxiliary aids and services for disabled pupils. The duty to provide auxiliary aids is not a new one and already applied in further and higher education. It is, however, new to schools and has been causing some anxieties.

The duty is 'to take such steps as it is *reasonable* to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service. The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services which the school provides for pupils. Most ToDs would say that they make these adjustments for their learners as a matter of good practice.

There are three elements to the reasonable adjustments duty that relate to:

- provisions criteria or practices
- auxiliary aids and services
- physical features.

The element that is new is the provision of auxiliary aids and services for disabled pupils. The settings you work in may already be using many of these for deaf pupils and they might include computer software, radio aids and Soundfield systems, audio-visual fire alarms, interpreters or communication support workers. The EHRC guidance suggests that many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff. Schools are naturally concerned about the funding implications, especially as the duty is an anticipatory one and therefore they need to think in advance about what disabled pupils might require and what adjustments might need to be made for them. It is reassuring to schools and local authorities that cost and resources are factors that are taken into account in determining what is 'reasonable' – for information visit www.equalityhumanrights.com/legal-and-policy/equality-act/equality-act-codes-of-practice (scroll down to the section entitled Auxiliary Aids Technical Guidance).

Some of your deaf pupils will be receiving support via school-based special educational needs (SEN) provision or have a statement of SEN. Just because a disabled pupil has SEN or has a statement does not take away a school's duty to make reasonable adjustments for him or her. In practice, of course, many deaf pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing additional that the school has to do. However, as we know, many deaf pupils will not have a statement and will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

Schools are required to take what are referred to in the Act as 'reasonable steps' to make adjustments. The Act does not say what is 'reasonable'. The advantage of

this is that it allows flexibility for different sets of circumstances so that, for example, what is reasonable in one set of circumstances may not be reasonable in another. What schools do need to do is to think carefully through the implications in advance and any decisions taken need to be carefully documented so that they can be justified to parents.

Sometimes all the preparations and adjustments that you and the school make are not considered reasonable by parents of deaf learners, and parents have the right to appeal against disability discrimination of their child to the Special Educational Needs and Disability Tribunal – www.justice.gov.uk/tribunals/send/

Schools and Teachers of the Deaf have to ensure that deaf pupils are not placed at a substantial disadvantage compared with hearing pupils. The duty to make reasonable adjustments actually means ensuring that positive steps are taken to provide the best possible education for disabled pupils; in addition, the newly enhanced and unified duty means that all those working with or in any school have a responsibility to work towards the elimination of discrimination, to challenge prejudice and promote understanding. This is certainly something that all those working with deaf learners aspire to.

Lindsey Rousseau and Judy Sanderson are writing on behalf of the NatSIP Equality Act workstream.



Just for you

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

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

This personal subscription can be claimed against income tax. You do not normally need a receipt for this; just put it on your income tax form. A list of previous subscription details can be found on the BATOD website. Follow: www.batod.org.uk

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

Thinking science

Lindsey Jones calls for a more creative teaching approach if we are to engage deaf students in science

Although there is limited research on deaf children's attainment in science, research in mainstream education identifies that children have difficulty in this subject, particularly in the areas of reasoning and argumentation.

When formulating arguments in science students are required to draw on their knowledge of a range of concepts, ask questions and consider alternative viewpoints before putting forward their own predictions and hypotheses. For deaf children who may have difficulty accessing the technological language used in science, this is a particularly challenging aspect of the curriculum. In science, abstract concepts are often taught using a textbook-based approach, which presents a challenge for those with literacy difficulties. Deaf learners need to have the opportunity to manipulate concepts and relate these to real-life experiences. By taking a more creative approach to the teaching of science, these issues can be addressed. Practical activities can be used in the classroom so that the complex language used in science is explored and 'acted out' to engage children with a concept and enable them to forge links between the visual and the written scientific vocabulary.

Research suggests that too many students currently believe science to be irrelevant to them and their world. The overarching aim of the science curriculum should be to engage learners and ensure that they leave school not only scientifically literate but with an appreciation that science can underpin their thinking in all areas of learning.

Much of the literature on the effective teaching of science highlights the importance of students reflecting on and discussing scientific concepts. However, if debate and discussion aid learning in science then it is the role of the ToD to ensure that deaf learners can fully participate in this discussion by equipping them with the conceptual understanding and the skills required to formulate arguments.

Good deaf education starts with what the student knows, and scaffolds that learning, linking concepts. In order for deaf students to understand abstract scientific concepts they must first have a sound understanding of the concrete aspects.

A multiple methods approach to teaching science – creating a creative classroom

In order to encourage discussion and questioning in the classroom the teacher first needs to create an environment where discussion is valued. Before children can be taught to become creative thinkers

the teacher must model the creative thinking process. Asking questions which require students to reflect on their knowledge such as 'What might happen if we do this...?' 'What do you think has just happened to give us this...?' encourages students to understand that reflecting on knowledge and raising questions are as valuable as knowing the 'right' answer. Asking questions that require the correct answer focuses learning on the memorising of scientific facts, which, although useful for short-term understanding, does not lead to true, long-term conceptual understanding or aid the development of critical thinking skills.

The difficulty deaf children and young people face in pragmatic areas of language is becoming an increasing area of focus for research. Pragmatic skills are vital for social interaction which, in turn, is necessary for the development of a positive deaf identity and sense of worth. The ability to ask questions and reflect on responses forms the basis of effective communication. These skills cannot be taught in isolation but if they are interwoven into the curriculum they are easily transferred to real-life scenarios. The science curriculum is the ideal setting for the development of these skills.

Practical experiments

Practical experiments are a valuable learning tool in science education but many teachers are now reluctant to use them in the classroom due to health and safety fears or simply due to a lack of confidence in letting the students 'explore'. The Nuffield *Practical* series (www.nuffieldfoundation.org/teachers) encourages a more inquiry-based approach to science learning with its website that suggests practical experiments for biology, chemistry and physics. The experiments have step-by-step instructions, are easy to set up and come with teachers' notes, outlining the concept behind the experiment.

The Association for Science Education hosts a website that has background knowledge and ideas for teaching science from Key Stage 1 to 4 – www.ase.org.uk/resources/scitutors/subject-knowledge/ The Department for Education Teaching Agency also provides courses and training for teachers looking to extend their subject knowledge in maths, physics and chemistry – www.education.gov.uk/get-into-teaching/subjects-age-groups/age-groups/teaching-secondary/boost-subject-knowledge.aspx/

Some aspects of science cannot be taught using practical experiments and it is these abstract concepts that pose the most difficulty for the deaf learner. Often in lessons these concepts are delivered using textbooks and video simulations which, although

Incorporating role play into the science curriculum

Changing states: solid to liquid

Practical experiment: Melting chocolate (always popular).

Visual representation: Diagrams showing molecular structure of a solid then a liquid.

Role play: Explain that the children are going to be molecules in a chocolate bar. Give each child a chocolate button to hold in their hand throughout the role play. Arrange the children into rows, tightly packed together. Explain that in a solid this is how the molecules are arranged. Have the children link arms to show strong molecular bonds.

Explain that the temperature is beginning slowly to rise. The molecules (pupils) should start to vibrate more energetically and begin to move away from each other but they are still joined by their bonds. Explain that they are now in a liquid state.

Have a look at the actual melted chocolate in the children's hands – what does it look/feel like? How would the structure look if an ice cube had been melted?

Throughout the role play the students' attention should be drawn to the key vocabulary, the actual melting process and the visual representation (diagrams).

Assessment opportunity: Can the students demonstrate the change of state from a liquid to a gas? Or a gas to a liquid?

Sound: exploring sound

Practical experiment: Exploring a range of sounds (instruments) with varying pitch and amplification. How sound waves change in height and width depending on the amplification and pitch should be discussed with the students prior to the role play.

Visual representation: Images of sound waves varying in amplitude and pitch.

Role play: This is best done in a large space, the school hall or yard. Explain that the students are going to act as sound waves travelling from a source to the ear where the sound is heard. Strike an instrument with a low/high pitch and act out the sound wave travelling through the air to the ear. Initially the students could take a chosen chalked out path that shows a high or low frequency sound. They would then be required to explain their chosen path relating it to the sound heard. Which wave did they choose? Why did they choose that one? This could then be extended to them demonstrating how the sound waves change as they move away from the source towards the ear. How does the wave change? What impact does that have on the sound?

NB: Although some frequencies may be difficult for children with hearing loss to access it is important that they are able to explore, engage and understand sound. Focusing purely on 'listening' may make the deaf learner nervous and closed to the subject but, if done visually and kinaesthetically, it allows for engagement and understanding, both of which are vitally important if they are to grasp the concept.

useful teaching methods, do not always promote engagement and discussion, particularly for the deaf learner.

If used with the deaf learner in mind, ICT can open up a world of opportunities that would otherwise never be experienced. However, without explanation and discussion the abstract concepts delivered will not become 'mapped' to concrete experience. In order to achieve higher level understanding deaf learners need more than visual representations, they need to be provided with the opportunity to interact and manipulate a concept before they are able to discuss and reflect on their findings. Role play is one way to meet these needs.

Role play

Incorporating role play into science teaching improves pupils' understanding and enjoyment of science by encouraging them to be actively involved with scientific concepts in a manner which is not solely

dependent on their literacy skills. It provides a forum for discussion and debate and unlocks the technical vocabulary necessary for scientific understanding.

Prior to participating in role-play activities, key vocabulary must be outlined to the students. (The Scottish Sensory Centre has developed a BSL science glossary, which outlines signs for biology, chemistry and physics. The glossary can be found at www.ssc.education.ed.ac.uk/bsl/list.html/)

Science and creativity are not separate entities. In order to produce a new generation of deaf scientific thinkers, a more creative approach to science teaching must be embraced.

Lindsey Jones works as a peripatetic Teacher of the Deaf at South Tyneside Hearing-Impaired Service. If you would like more information on this topic or would like to be involved in future research please contact Lindsey.Jones@southtyneside.gov.uk.

Success in Suffolk

Alison Berry sheds some light on the decision to combine education and social care teams in Suffolk – a mix that seems to work well

Mention 'Suffolk' to the general population in the UK and with quizzical looks the responses are usually around the current poorly performing football team or the famous murders of a few years ago – neither of which should, but do, overshadow the drive that Suffolk folk have to be forerunners in developing excellent services for children and young people. I like to think we have made our own little contribution.

After many years of working within generic teams the creation of a 'County Manager' for children and young people with sensory impairment eventually came to fruition in 2007, following an external review of education provision within Suffolk. It was only a year later that there was a strategic decision to split social care provision, separating adult and children's services. Services for sensory impaired children had, until that point, been hosted within the county Sensory Team.

It was established practice for the ToDs within our services to work closely with our social work colleagues and it was an apt opportunity to suggest that the children and young people's element of the Sensory Team should be hosted within our Sensory and Communication Team rather than the specialist social workers being moved into the Disabled Children's Team where there was a risk of the staff being deskilled as they became involved in more generic work.

A business case was presented to senior managers and directors, linking up the work being done around the Newborn Hearing Screening Programme and stating that combining education and social care teams would help to 'prevent' issues developing within families as we would work alongside each other from the point of diagnosis. This approach was welcomed by the strategic teams but we had to ensure that there remained 'professional links' between the social care workers in our service and within the Disabled Children's Team.

Co-ordinating and managing the range of professional expertise within the service was not without its initial challenges but it was essential that both education staff and those within social care were able to sit together and share issues on a daily basis. As Suffolk is such a large rural area we co-located staff together in the three main offices – Ipswich, Bury St Edmunds and Lowestoft – but we ensure that the whole service meets at least half-termly.

Our service now provides teachers, social workers, sensory support practitioners, technicians, speech

Ofsted comments

During the inspection the following comments were made:

- 'You have very clear collaborative working which is well established and you all have a clear and effective commitment to a high level of service.'
- 'Good outcomes are ensured by the excellent multi-agency working.'
- 'Safeguarding issues are not lost within the close working with the family.'
- 'Best interest of the children drives the service, with good links to transition and adult services.'
- 'The service is highly responsive to families' needs and very focused on direct work with children.'

Feedback from parents:

- 'We are lucky to be in Suffolk!'
- 'They all listen and take my views into account.'
- 'I have had several social workers but good continuity – they are just brilliant!'
- 'The Teacher of the Deaf, social worker and support worker are a wonderful team of people – they're a godsend.'

and language training and a rehabilitation officer as a core provision. Regular joint training is offered for other professionals and we work closely with our health partners in audiology and community health services. All families are made aware of the service structure from the beginning, so the mention of a social worker becomes less threatening when issues arise and we seek to support the families with the wider team.

Clearly it's important to underline the benefits of amalgamating two elements of children's services under one manager and over the last few years we have worked to ensure that 'referrals' to our Social Care Team from our own education staff follow the same pathways/practice as other services within the authority. These referrals are then logged onto a central database before being returned to our team for action by one of our social workers. Though this practice may seem pointless when one is actually sitting next to the person you are referring to it does mean we conform to the practice that exists to safeguard all children in Suffolk.

Working together on a daily basis allows for a professional understanding and respect of each other's specialism – it also leads to interesting debates around various modes of communication and

behaviour management! Perhaps one of the most positive aspects of working together as we do is for the ToD to 'share' some of the responsibilities around the management of deaf children in the home. The Disability Living Allowance form, the welfare benefits that families have access to and the management of a family struggling with communication issues can all be shared or even passed on to the Social Care Team knowing that the necessary work to be done with families is being kept within the confines of our service.

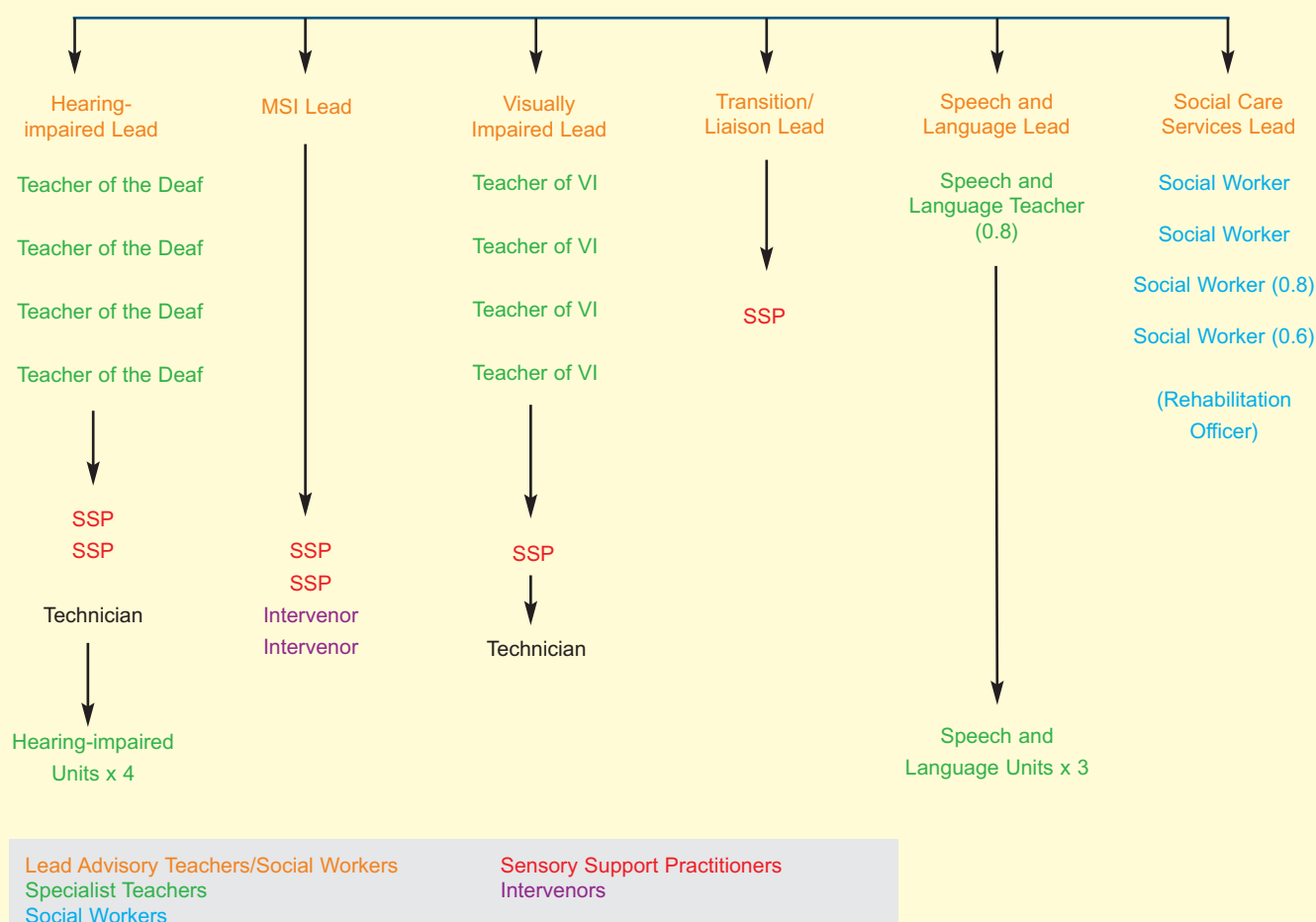
As an integrated service we actively work in partnership with the National Deaf Children's Society and the National Society for the Prevention of Cruelty to Children over child protection/safeguarding issues. We work with our neighbouring authorities through the Heads of Sensory Services Eastern Region and our Social Care Lead is keen to ensure that the Social Care Team becomes an integral member of the National Sensory Impairment Partnership. Together we embrace the growing issues around cochlear implantation and a child's identity and the increasing knowledge of less well-known hearing issues such as auditory neuropathy.

As with all other authorities we accommodate the numerous changes in policy and practice – and those do affect the focus of our daily work. For a while we were all mindful of the changes in social care practice following the Baby P and Victoria Climbié cases and more recently the funding changes within education, complete with u-turns, and the new Ofsted guidelines. To be able to share these changes and challenges at a professional level helps us to ensure that we provide a seamless service to our deaf children and families.

Our Ofsted 'inspection' of good practice in April 2012 enabled us to demonstrate the benefits of our working model. The inspectors' feedback was extremely positive and 'rubber-stamped' the practice we have put in place. However, we are not complacent and are aware that there will always be new challenges to face. It works because we are able to face these issues together and plan interventions that have a positive impact on the lives of our deaf children.

Alison Berry is the County Manager for the Sensory and Communication Service with Suffolk County Council.

Suffolk Sensory and Communication Service Development Team (Leads)



Take a look at Sounding Board

For instant information about cochlear implants Sounding Board could be just what you need, says

Diana Harbor

Sounding Board was launched in 2008 to provide easy-to-access, quick-to-use, short-on-jargon information about cochlear implants, their accompanying technology like FM systems, and education issues all in one place. Five years on and the website is still going strong, with nearly 3,000 users and more being added each week. It can be accessed through The Ear Foundation website (www.earfoundation.org.uk) by following the link to Sounding Board.

Cochlear implant resources

The site is kept up to date with information about all the cochlear implant systems, their latest accessories and how to manage them and troubleshoot any difficulties. With the click of a button you can access 'differentiated' user guides on all the different cochlear implant systems and a growing number of FM systems. There are direct links to manufacturers' websites if you want the 'extension' guide, all ready to download. There are also several short video clips showing how to take apart and, more importantly, put back together specific devices or how to connect them to the different FM systems. You can feel confident that the information you need for troubleshooting and management of the devices is close at hand.

Also look out for our sections on assessments, cochlear implant simulations and a growing archive of resources in other languages around listening, communication and cochlear implants.

An interactive forum

A huge part of the site's popularity is the interactive forum, which over four years has accrued a huge range of varied queries from parents, teachers and professionals involved in deaf education. The range of questions and comments gives a flavour of the current issues and concerns being dealt with by cochlear implant users and their families, around both the technology and education.



Why not send us a question? The enquiry will be posted on the site anonymously so you really can ask any question, no matter how trivial it may seem! All queries are followed up by members of the education and audiological team at The Ear Foundation and we endeavour to make replies as comprehensive as possible. Comments from other members of the forum offer great advice and perspectives on some tricky questions, as well as resources they have found

helpful. We would encourage you to have a look as you may have knowledge or experience from which we could all benefit.

There is now an extensive archive of forum questions and answers, providing information and expertise on a wide range of subjects. Topics include:

- How to connect the latest cochlear implant device to an iPad.
- Understanding the latest processing strategy *ClearVoice*.
- How to start a support group for deaf teenagers.
- Encouraging music appreciation: resources in German.
- Using an FM with bilateral cochlear implants.

The new search bar makes finding information, whether on the forum or under resources, very quick and easy.

A monthly newsletter

Each month Sounding Board publishes a newsletter with the range of useful websites, resources, iPad apps and events available for professionals and families who live and work with deaf children. The newsletter goes out to almost 1,800 people. Why not register with us on the Sounding Board website? It takes two minutes and you will receive our newsletter! The websites and apps will be featured under the resource section of the website. There is also an archive of resources and recommended websites from previous newsletters for you to access on Sounding Board itself.

So, why join?

It's really difficult being a teacher, trying to keep up with the latest technologies while still managing a busy classroom or caseload, and when suddenly something goes wrong, everyone turns to you for the solution! Well, why not turn to Sounding Board, where the information is at your fingertips and the chances are that someone's been there before, found the solution and posted it on the forum?

As well as filling in the gaps and giving everyone an easy way to become familiar and keep up to date with cochlear implant systems, Sounding Board is an opportunity to share knowledge, understanding and resources. Visit www.earfoundation.org.uk and follow the link to Sounding Board.

Diana Harbor qualified as a speech and language therapist and audiologist and is now part of the Education Team at The Ear Foundation.

Early exposure to BSL

Kearsy Cormier, David Vinson, Adam Schembri and Eleni Orfanidou present their findings from research into how early sign language exposure can benefit deaf children

Several studies with deaf adults have shown that acquiring sign language from an early age has significant benefits, including proficient sign language production, comprehension and processing skills. In a study recently published in the journal *Cognition*, we examined the effects of age of sign language acquisition in grammatical judgement in deaf adults who use British Sign Language (BSL).

The task involved showing grammatical (acceptable) and ungrammatical (unacceptable) sentences in BSL to deaf adult signers who had used BSL as their preferred language for at least ten years and had acquired the language at various ages. We filmed a set of 120 sentences – 60 signed in BSL and 60 signed again but with the order of the signs systematically changed (for example, FIFTY YEAR AGO MOST MAN SMOKE vs FIFTY SMOKE YEAR AGO MOST MAN.) Thus, half of the sentences were grammatical/acceptable sentences of BSL and half were ungrammatical/unacceptable. We then showed all of these sentences in random order to deaf adult signers of BSL and asked them to identify which seemed 'right' and which seemed 'wrong'.

Our results showed that adults who developed sign language skills from birth had better and faster grammatical judgement skills in BSL. Adults who reported learning BSL from the ages of two to eight years did not do so well on the task, suggesting that it was difficult to acquire the same language skills. Many of these individuals appear to have acquired BSL as a delayed first language. For those who learned BSL after the age of eight, a different pattern was apparent. These signers were accurate in their judgements but took a long time to make their responses. Many of these individuals appear to have acquired BSL as a second language after English. Overall, these findings suggest that the earlier sign language acquisition begins, the better.

Other research has shown that bilingualism has a range of benefits for adults, so exposure to spoken language and also a natural sign language like BSL, both as early as possible, would be most advantageous for deaf children. A bilingual approach with children can maximise linguistic and cognitive skills to overcome any delays or difficulties due to deafness.

This research reveals that to give deaf children the best chance of successful language acquisition, it is important that they are exposed to a sign language from a very young age. Evidence has shown that it is risky to wait until a child has succeeded or failed at

acquiring spoken language before introducing a sign language because by that time it may be too late for any successful language acquisition. Although the level of this risk both historically and more recently is hotly debated, the fact remains that if early spoken/written language acquisition is not successful (and we know from many decades of research that this has been the case for many, many deaf children), then exposure to a sign language in middle childhood will be too late. These deaf children risk not being fully competent in any language – spoken, written or signed. To mitigate this risk, an early bilingual approach is recommended to ensure that the child has the best chance for successful acquisition of a spoken and/or signed language.

The study – 'First language acquisition differs from second language acquisition in prelingually deaf signers: Evidence from sensitivity to grammaticality judgement in British Sign Language' – was published in the journal *Cognition* and is available from DCAL on request.

Kearsy Cormier is a senior researcher and David Vinson is an experimental psycholinguist at the Deafness, Cognition and Language Research Centre, University College London. Adam Schembri is Director of the National Institute of Deaf Studies and Sign Language at La Trobe University, Melbourne, Australia, and Eleni Orfanidou is a lecturer in the Department of Psychology at the University of Crete, Rethymno, Greece.

Deafness and ASD

BATOD special interest



13 February

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Exploring outcomes

Bob Denman discusses the conclusions drawn from the 2012 NatSIP outcomes benchmarking survey

The main purpose of the National Sensory Impairment Partnership (NatSIP) outcomes benchmarking workstream is to establish reliable national benchmarking data on pupil outcomes that can be used by local authority sensory support services to evidence their impact and inform development needs. It forms one of the strands of NatSIP's work which is currently being supported by the Department for Education (DfE) through its voluntary and community sector grant funding and it ties in with the recognised need for more reliable data about outcomes for pupils with sensory impairment.

The workstream is led by me, Nicky Ereaut (Oxfordshire) and Anne Morrell (Durham).

NatSIP's outcomes benchmarking survey

NatSIP's annual outcomes benchmarking surveys began in 2011. The second exercise was completed at the end of August 2012 and the third exercise is now under way, with services having until the end of March 2013 to submit their raw data. Each survey focuses on data from the previous academic year.

The exercise currently involves gathering data for children and young people with hearing, vision and multi-sensory impairments pertaining to 14 performance indicators (see the table opposite), which span the Key Stages; 11 of the indicators relate to educational achievements and progress.

For deaf children, the data is categorised by degree of hearing loss (ie mild, moderate, severe and profound) and at the Early Years Foundation Stage it is further differentiated in terms of children with and without cochlear implants. (NB Pupils with a mild hearing loss were not included in the 2012 survey.)

Following submission to NatSIP, the raw data is collated, analysed and a report prepared which presents:

- a detailed breakdown of the benchmarking results for each of the sensory impairments
- a comparison between the results for hearing, vision and multi-sensory impairments
- a comparison between year-on-year results
- a comparison between NatSIP and DfE data for all children and young people.

The report is then circulated to each of the participating sensory support services along with a confidential copy of their individual local authority outcomes benchmarking results for comparison with the 'national' results in the full report.

2012 survey findings for children and young people

A total of 57 local authorities participated in the 2012 exercise, an increase of 16 over the initial 2011 exercise, with data being submitted by 51 hearing impairment services. The numbers within the moderate, severe and profound cohorts of deaf pupils ranged from 128–194 in the case of the moderate cohorts, 30–48 for the severe cohorts and 34–51 for the profound cohorts. The main findings in relation to the deaf cohorts are presented below. Although it was not possible to test results for statistical significance, the sizes of the cohorts would appear reasonable from a reliability standpoint.

- Considering the three performance indicators at the Foundation Stage, there was evidence to support the beneficial influence of cochlear implants for pupils with profound hearing loss, ie the cohorts with implants consistently outscored on average those without. Furthermore, the cohort of pupils with profound hearing loss consistently outscored on average that of pupils with severe hearing loss.
- The cohorts of pupils with moderate hearing loss were outscored on average by the cohorts of pupils with either profound or severe deafness on eight of the 11 educational achievement/progress-related performance indicators.
- The cohorts of pupils with profound hearing loss outscored on average those with severe hearing loss on eight of the 11 educational achievement/progress-related performance indicators.
- The combined moderate, severe and profound cohorts for pupils with vision impairment outscored on average the similarly combined deaf cohorts on eight of the 11 educational achievement/progress-related performance indicators.
- While the combined moderate, severe and profound cohorts for pupils with vision impairment scored higher in the 2012 survey than in the 2011 survey on seven of the nine educational achievement/progress-related performance indicators on which there was data for the two years, no such overall (apparent) improvement was in evidence for deaf pupils.
- In comparison with 2011, the 2012 survey showed a reduction in the percentage of pupils with moderate and severe (but not profound) hearing losses having planned education or employment paths in place by the end of Key Stage 4.

Closing the gap between outcomes for children and young people with sensory impairment and outcomes for all children and young people constitutes a central aim for NatSIP. A comparison of the NatSIP data for deaf pupils (moderate, severe and profound cohorts combined) and DfE data for all children on several of

Key Stage	PI	Performance indicator (PI)
Early Years Foundation Stage (EYFS)	1	Average subtotal score achieved by children with (sensory) impairment for communication, language and literacy at the end of the EYFS.
	2	Average total score for all 13 EYFS Profile scales achieved by children with (sensory) impairment at the end of the EYFS.
	3	% of children with (sensory) impairment achieving a score of 78 points or more across all 13 EYFS Profile scales.
KS2	4	% of children with (sensory) impairment progressing by two or more levels in English at KS2.
	5	% of children with (sensory) impairment progressing by two or more levels in mathematics at KS2.
	6	% of children with (sensory) impairment achieving level 4 or above in both English and mathematics at the end of KS2.
KS2–4	7	% of young people with (sensory) impairment progressing by three or more levels (ie making expected progress) in English from the end of KS2 to the end of KS4.
	8	% of young people with (sensory) impairment progressing by three or more levels (ie making expected progress) in mathematics from the end of KS2 to the end of KS4.
KS4	9	% of young people with (sensory) impairment achieving five or more A*–G GCSEs (or equivalent), including English and mathematics, by the end of KS4.
	10	% of young people with (sensory) impairment achieving five or more A* –C GCSEs (or equivalent), including English and mathematics, by the end of KS4.
	11	% of young people with (sensory) impairment achieving five or more A*–C GCSEs (or equivalent), in any subjects, by the end of KS4.
	12	% of young people with (sensory) impairment with planned education or employment paths in place by the end of KS4.
All KS exclusions	13	% of children and young people with (sensory) impairment who had at least one fixed-term exclusion from school during the last academic year.
	14	% of children and young people with (sensory) impairment who were permanently excluded from school during the last academic year.

the outcome measures for both 2009/10 and 2010/11 was therefore undertaken in the search for evidence relating to this aim. It was found that the gap between outcomes decreased for each of three end-of-Key-Stage-2 performance indicators. However, the gap between outcomes increased for each of four end-of-Key-Stage-4 performance indicators for which the data sets were available (these included two measures of GCSE performance). While in every case the national DfE data improved, the NatSIP data in three of the four indicators showed a decline.

While caution is certainly needed in the interpretation of the data, a number of the findings do prompt a range of questions to be raised, for example:

- Why should pupils with moderate hearing loss be outscored on average by pupils with either profound or severe hearing losses on the majority of the educational achievement/progress-related performance indicators? Does this reflect a need for further support for pupils with moderate hearing loss?
- Why should pupils with profound hearing loss outscore on average those with severe hearing loss on the majority of the educational achievement or progress-related performance indicators? Does this call for further consideration of support allocation from hearing impairment services?
- Is the reduction in the percentage of pupils with moderate and severe hearing losses having planned education or employment paths in place by the end of Key Stage 4 indicative of resourcing pressures within services in providing the planning support for deaf

pupils, particularly when they are not protected by a statement of SEN?

Future outcomes benchmarking

NatSIP will continue to build on the promising start it has made in outcomes benchmarking and encourage further involvement from more sensory support services in its aim to provide reliable data for services to evidence their impact and inform development needs. With the completion of the third survey at the end of March 2013 it will be possible to start analysing year-on-year trend data. This will introduce an additional dimension to the reporting.

The findings already reported signal the importance of looking more closely at service input and output versus pupil outcome data. This is something that is already being actively pursued through a joint NatSIP/CRIDE feasibility study in which the possibility of gathering a combination of pupil-level provision and outcomes data for analysis is being explored.

NB: The generic term '(sensory) impairment' has been used for brevity throughout the table. For deaf children and young people, data is collected separately for those with mild, moderate, severe and profound hearing losses.

Bob Denman is a NatSIP consultant. Full details of the NatSIP outcomes benchmarking survey can be found in the Guidance document on the NatSIP website at www.natsip.org.uk/



The MOSAIC report

Sue Davie reports on a comprehensive study of the outcomes of meningitis, which highlights the true impact of this disease

New research commissioned by the national charity the Meningitis Trust has highlighted the long-term, often hidden, after-effects of meningitis in children. The Meningococcal Outcomes Study in Adolescents and in Children (MOSAIC) shows that one in three children who have experienced meningococcal group B disease (MenB), the most common type of bacterial meningitis in the UK, will be left with after-effects.

It is estimated that bacterial meningitis and septicaemia affect around 3,400 people in the UK each year, and approximately half of these are children. The new research, led by Professor Russell Viner at the University College London Institute of Child Health, looked at the cognitive and psychological burden of MenB, as well as the major physical and neurological disabilities in children as young as three years old.

Victims were found to be significantly more likely to experience mental health problems, with one in five suffering anxiety or behavioural disorders. In addition, meningitis was found to impact on an individual's memory – both long and short term – and leave survivors significantly more likely to experience epilepsy.

The study also identified other problems that could significantly affect a child's education. Child victims can be left with a borderline IQ, leaving them behind in the classroom and potentially limiting their educational attainment. They are five times more likely to have speech and communication problems, and in later school life display poor executive function, affecting their ability to plan and organise, especially as they move from primary to secondary school.

Alongside these 'hidden' after-effects, the devastating physical impact of meningitis was also reported, with sufferers being five times more likely to have significant deafness, and 2.4% of survivors having bilateral deafness requiring a cochlear implant.

Deafness is the most common after-effect of meningitis – the inflammation of the membranes that surround and protect the brain and spinal cord. Difficulties can range from mild hearing loss through to profound deafness in one or both ears. Damage to the inner ear can also result in balance problems and tinnitus. Deafness may not be immediately obvious and it is important to have a hearing test soon after the disease. All deafness is different, and hearing tests may need to be repeated. Deafness following meningitis can cause major changes in lifestyle for the individual, their family and school. The

Meningitis Trust can offer support and information to help with any transition. Another way the organisation can help people is through its financial grants, which are not means tested. These have previously been used to fund sign language classes, auditory verbal therapy and more, to help with hearing loss following meningitis.

The MOSAIC research is the first comprehensive study of the outcomes of serogroup B meningococcal disease published anywhere in the world. It is also the largest study of the outcomes of meningococcal disease ever published. Over a three-year period, 573 children and their families from across England took part. The sample included 245 children who had suffered meningococcal group B disease three years previously, when they were between the age of one month and 13

Your voice is like music!



Eight-year-old Troy, who became deaf after contracting meningitis five times, has now been able to hear again thanks to his new cochlear implant. Troy's mum, Nicola, says, 'It was one of

the best moments of our lives. When they switched it on it took a while for Troy's nerves to adjust but you could tell the moment he could hear. His face lit up. It was a picture. It was like a miracle had taken place. He said my voice sounded like music – like the beating of a drum. He kept laughing and saying "Talk to me mummy – I can hear you!" Since the switch-on of his implant he has spent lots of time in the garden, stopping to listen to every new sound, from the dog barking to his brother laughing.'

Troy lost his hearing aged two, following his first battle with meningitis. He fell from a bunk-bed ladder and fractured his skull, and doctors said there was nothing they could do to fix it. As a result, Troy lost the hearing in his left ear and doctors warned that there might be a risk of him getting bacterial meningitis due to his brain fluid becoming infected from the fracture. Within a month Nicola had to rush him to hospital where it was confirmed he had contracted meningitis. Troy then went on to have meningitis a further four times, which resulted in him losing his hearing in his right ear.

years. All children were assessed in the same way so that an accurate comparison could be made between the two groups. Although each person's experience of the disease will be slightly different, the results show the average effects of MenB.

This unique piece of research has highlighted the true impact of the disease and provided the evidence for what the Trust has been hearing about from parents for years. With the results now in the public domain the Trust hopes that parents will feel empowered to ask for help for their child, and education and health professionals will be better informed about the long-term effects of the disease, and together these people will push for children to receive the support they need and deserve.

For those who have experienced meningitis the research findings may also provide comfort, helping to identify after-effects that may not be immediately obvious and can often be dismissed or misunderstood. The findings also support the Trust's ongoing Meningitis Changes Futures campaign to increase understanding of the disease and its after-effects. The campaign was set up to highlight the true and often hidden impact of meningitis, focusing on tackling educational difficulties. Initially the Trust called for the automatic right for any

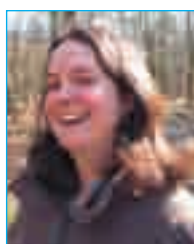
child who has had meningitis to have timely and appropriate assessments throughout his or her educational life, picking up on any issues early on. A petition requesting this was delivered to Downing Street in July last year.

Now the Trust has widened its campaign to become the voice of meningitis sufferers and create positive change to ensure that the disease and its burden are recognised and understood. The Trust is looking for people to join its fight back against meningitis by becoming Meningitis Champions. Those choosing to get involved can give as little, or as much, time as they can, and there are many ways in which people can help. Find out more at www.meningitis-trust.org/about-us/campaigns/meningitis-champions/

The Meningococcal Outcomes Study in Adolescents and in Children, supported by the Garfield Weston Foundation and The Big Lottery, led by Professor Russell Viner, UCL Institute of Child Health, London, was first published in *The Lancet Neurology*.

For more facts and figures visit the Meningitis Research Foundation website at www.meningitis.org/facts/

Sue Davie is the Chief Executive of the Meningitis Trust.



Student life

Kirsty Crombie-Smith stresses the need for adequate funding to support deaf pupils through further education

Toastie maker, kettle, two plates, set of pans and a large supermarket shopping trip – does that remind you of anything? To me it means getting ready to go off to university or college. It seems a while since I was at university but as soon as I start to think about it the memories come flooding back. That first week of nervously meeting people, finding your feet and getting to grips with the work – suddenly being responsible for your own time and learning; no one to chase you, you are on your own and have to find your own support networks.

I was unable to find statistics on the number of deaf students in higher education, but I did find a YouTube film from March 2012 by a deaf student named Thomas. He states that, although receiving support, along with other deaf students, he still finds that it falls short compared to that received by hearing counterparts. He wants to start a Deaf Students Union so that they can campaign for change. You can check out his video by going on to YouTube and searching for UKDSU.

His campaign got me thinking about what support there is out there. So I started looking in the usual place – online. I quickly found three organisations that support deaf students in further education. The Consortium of Higher Education Support Services with Deaf Students aims to generate good practice in supporting deaf students; Furthering Access to College Education for deaf students, based in Scotland, has a website with good links to accessibility support and information; and the National Association for Tertiary Education for Deaf people, which works to smooth the transition for deaf students into further education and provides training and good practice guidance for professionals working in this area. All three organisations have great aims and I hope that Thomas finds the support he needs, especially bearing in mind the cost of further education now. If we are asking students to pay £9,000 a year then we need to ensure that they can get as much out of it as possible and we must provide them with the support and accessibility services they need.

Kirsty Crombie-Smith is Operations Manager of Deafax.

ICT news

Sharon Pointeer underlines the importance of e-safety for all pupils and takes a look at some websites offering top tips and teaching resources

Since September 2012, Ofsted has been inspecting e-safety provision as part of schools' safeguarding arrangements. The Ofsted guidance says, 'In the context of an inspection, e-safety may be described as the school's ability to protect and educate pupils and staff in their use of technology and to have the appropriate mechanisms to intervene and support any incident where appropriate.'

'The breadth of issues classified within e-safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.'

Schools will need to prove that they are providing annual e-safety training for all school staff and that they have a whole organisational approach to e-safety, with shared responsibility. Schools are expected to be moving to managed systems where children are taught to identify and manage e-safety risks and there is a clear e-safety strategy, with regularly reviewed policies. Schools are also expected to provide guidance and communication with families to continue the e-safety message at home.

The briefing paper for inspectors contains details about e-safety risks and some interesting statistics. For example, 91% of children aged 5–15 live in a household with internet access via a computer. Smartphone ownership in 2010 comprised 3% of children aged 5–7, 13% of children aged 8–11 and around 35% of children aged 12–15. 34% of children aged 8–12 have a profile on sites that require users to register as being 13 or over. Increasingly, internet use is 'privatised and mobile' and many pupils are now able to go online on their mobile phones. It will not matter how careful the school is about pupils using the school computers and network if they are using their personal mobile phones at breaks and lunchtimes.

The inspection guidance includes sample questions for the leadership team, staff and pupils. To download the guidance about e-safety inspection, type 'briefings' into the search box on the Ofsted website, then follow the link to the 'Briefings and information for use

during inspections of maintained schools and academies from September 2012'. This will allow you to download a zip file of all the Section 5 briefings and information – www.ofsted.gov.uk/



One of the questions that will be asked is whether the school is involved in the Safer Internet Day (SID). This event, which started in 2004, is held annually in February and is celebrated in more than 90 countries

worldwide. The day aims to promote safer and more responsible use of online technology and mobile phones, especially among children and young people. Safer Internet Day 2013 will take place on Tuesday 5 February and the theme will be online rights and responsibilities. The SID website contains resources such as posters, lesson plans and competitions. You can view videos and resources from previous Safer Internet Days and find details of events. Schools can register to receive the SID kit, which will include suggested activities and resources. The UK Safer Internet Centre also has a range of primary and secondary resources for the day that can be downloaded at no cost. These include lesson plans, activities, assemblies and guidance notes – www.saferinternetday.org and www.saferinternet.org.uk/

Annual training for staff on e-safety can take the form of in-service training or online training. One company that specialises in providing safeguarding services for individuals and organisations is the Child Protection Company. It provides face-to-face and online training courses for anyone who works directly and indirectly with children and young people. Its online e-safety course fulfils the Ofsted requirements and covers different types of technology, risks to children and staff, dealing with incidents, as well as the importance of educating and empowering children. There is an assessment at the end of the course, which takes around an hour to complete and a score of 70% is required to gain the training course certificate. An individual can purchase the course for just under £30, but the more courses that are purchased the cheaper each one becomes. For example, if you purchase ten courses, you will pay less than £20 for each one. There is a management system that will maintain a central record of the training and reminders will be sent out when training needs to be refreshed. All staff and governors at my school, Knightsfield, have

Websites worth a visit – top tips

EdComs – Alex Ross wrote ten top tips for newly qualified teachers on the EdComs Teachers website, but having read it I think that most of the tips are applicable to any teacher! Here are my favourites – go to the August section of the blog to read the others:

- Planning your lessons shouldn't take longer than the lesson!
- Be consistent with everything, whether that is praise, rewards, sanctions, punishments or homework. Follow through on everything.
- Make sure you have a work/life balance. It is very easy to let teaching take over your life. Make sure you still exercise, eat healthily, get enough sleep and have a chance to socialise with friends – www.edcomsteachers.com/blog/

The University of Hawaii in Honolulu – this would not necessarily be the first place you would think of looking for advice; however, the faculty development website has won awards for innovative achievement and effectiveness. Its index of teaching tips has links to useful articles about teaching sourced from all over the internet. While the materials are aimed at American university staff, many of them are applicable to those of us working in schools. There are some interesting articles referenced in the communication section such as 'Top 10 Nonverbal Communication Tips'. Other sections include critical thinking, teaching techniques, plagiarism, questioning techniques, motivation and organisation. I liked the '101 ways to cope with stress' and intend to do number 9 and number 25 more often! To find out what these are click on the 'Teaching Tips Index' on the website – www2.honolulu.hawaii.edu/facdev/

Deafworks – this

consultancy company has been supporting deaf people and professionals for over 23 years. Its directors have experience in the commercial and education fields, and the website has a top tips section that has some interesting resources. One that particularly caught my eye was for deaf awareness trainers. Many of us are called up to give deaf awareness training to other teachers and professionals who come into contact with our pupils. This article, originally from a Council for the Advancement of Communication with Deaf People magazine, contains a good deal of common sense advice. The advice for school leavers and students starting university is also worth a read – www.deafworks.co.uk/resources/top-tips/



The Tutor Pages Ltd – this independent educational services company provides useful information and advice on all aspects of the UK private tuition industry. It lists hundreds of articles on all subjects relating to tutoring. I happened across an article on this site about teaching the violin to deaf pupils by Jemima Clarke, a full-time violinist and violin teacher in London, which gives tips for music teachers working with deaf learners that are applicable to a range of instruments. Enter 'Jemima Clarke' in the search box to find the article – www.thetutorpages.com/

completed the online e-safety course and found it informative and thought provoking. The company also offers online child protection training for staff and the designated senior person. Support packages are available that ensure a school is complying with safeguarding and e-safety requirements – www.childprotectioncompany.com/

Press releases

Personalising Education – this website, launched in October 2012, aims to personalise education through the use of one-page profiles and other person-centred practices. One-page profiles have been described as 'a child's agenda, described to the world' and 'an ideal way of underpinning a new approach to inclusion'. They are the foundation of personalisation in education. A one-page profile is simply a one-page description of a child – what people appreciate and value about them, what is important to them and how to support them. It brings together, in one place, the child's view, the teacher's perspective and a contribution from parents. The profile is built on and

updated throughout the year and throughout the child's school life. As the child matures, more emphasis is placed on personal goals, self-motivation and, eventually, career aspirations.

The head of this collaborative project and the creator of the one-page profile concept is former government adviser Helen Sanderson, the UK's leading expert in person-centred thinking. The website offers teachers advice, ideas and free resources to support the implementation of one-page profiles and other person-centred practices in their schools. There is also the opportunity to learn from the experience of other schools through blogs and social media. The website includes examples of one-page profiles, which seem to be an ideal way of presenting information to mainstream teachers about deaf pupils in their class – www.personalisingeducation.org/

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



Deafness and EAL

Nicky Povey runs through some guidelines produced for those working with deaf pupils who have English as an additional language

Working with several hearing-impaired pupils who have English as an additional language (EAL), I became interested in the speech, language and communication development of this particular group of pupils on our caseloads. Although there is a considerable amount of research on this subject, there is a lack of practical guidance for Teachers of the Deaf working with these pupils.

I have sought here to offer some guidance by drawing from related published research and information referenced in established working documents, for example *Distinguishing the difference: SEN or EAL?* (Birmingham Advisory & Support Service, Birmingham City Council) and *Deafness in a multilingual society: A review of research for practice* by Tony Cline and Dr Merle Mahon.

Typically developing children who have EAL acquire spoken English in the same stages as monolingual English speakers. Therefore, if pupils with a hearing impairment are appropriately aided and appropriately supported for the hearing loss both at home and at school, there is evidence that they will follow the same stages of language development as monolingual hearing children, but at a slower rate. Lots of deaf children with EAL also become bimodal bilinguals in spoken language and sign language and/or in two home languages.

Research shows that in the early years, teachers adapt their strategies to facilitate spoken English in a similar way for EAL children and deaf EAL children.

I have divided my guidelines into eight sections:

- Statistics
- Development of language 2 with pupils with EAL
- Cultural variations
- Factors that may affect language acquisition
- Which language should be used?
- Assessing language
- Guidelines for specialist teacher advisers (STAs)
- Guidelines for special educational needs co-ordinators (SENCOs), teachers and support staff.

Statistics

- 14% of deaf children in education in the UK have EAL and use another spoken language at home, either on its own or in combination with English. These are mainly from inner cities such as London, Birmingham and the north east of England.

- Most of these 14% come from hearing families and very few use British Sign Language (BSL). Only 8% of children use sign language in some form, either on its own or alongside spoken English.
- 23% of pupils with EAL in primary schools in England have a hearing impairment.
- 28% of deaf children given a cochlear implant at Great Ormond Street Hospital over a five-year period came from families who spoke a language other than English at home.

Development of language 2 (L2) with hearing pupils with EAL

- Bilingual children acquire English in the same stages as monolingual English speakers.
- In the early stages of learning L2, there may be a period of silence. In this period, the children will be internalising the language and adjusting to their new environment. The length of this period can be up to six months or even longer if the family have come from war-torn countries or are refugees.
- Pupils with EAL will acquire basic interpersonal communicative skills in English within two years of their exposure to English. They may start to speak fluently after about a year but it will take longer for them to be able to understand the more complex language that they require to access the curriculum.
- When these children begin to speak, they will make grammatical errors because they are transferring the linguistic rules from their home language into English. This is a normal stage of development.
- As children become more competent in using English, it is very common for them to switch from one language to the other. This should not be considered as a language difficulty.
- It will take between five and seven years for children to acquire the full range of literacy skills that will enable them to access the school curriculum. This is known as cognitive/academic language proficiency.
- Once they start to use spoken language children will often display a higher use of fillers and empty words to give themselves time to process the language.

Pupils learning EAL tend to narrow the gap with their peers over time in school, but this pattern may be less strong in a population of deaf students.

Cultural variations

It is important to respect the differing requirements of parents, recognising the need for flexibility in the timing and structure of meetings. These are in line

with the key principles for communicating and working in partnership with parents, as identified in the SEN Code of Practice (2001).

When working with these families, arranging meetings and home visits, it is essential to have a good knowledge of the community and an understanding of the religion and culture.

- If the family is Muslim, avoid arranging meetings and visits on Fridays.
- It may be necessary to arrange an interpreter for meetings. Do not use siblings as interpreters.
- You may be expected to take your shoes off as you enter the house.
- Some family members may feel uncomfortable about meeting members of the opposite sex.
- In some cultures it is not customary for males to shake hands with females. A simple introduction will be sufficient.
- In some cultures it is a sign that you have been accepted if you are offered refreshments. If you need to decline, do this in the most sensitive way in order to avoid offence being taken.
- In Asian communities, the family is unlikely to sit with you while you take refreshments, and will stand watching you. This may feel very awkward to begin with.
- Be aware that trousers or long skirts will be more culturally acceptable at meetings and home visits.

Cultural factors that may affect language acquisition

- Pronouns (for example, he/she) do not exist in some languages, such as Polish and Turkish.
- Eye contact may be a sign of disrespect in some cultures.
- In many cultures, such as Nepali, it is seen as disrespectful for the child to initiate conversation or to question an adult.
- There are some cultures where the adults do not 'play' with their children and there may be a noticeable lack of toys in the house.

Which language should be used?

Previous advice to families erred on the side of caution, suggesting they speak only one language to their deaf child with EAL, but now the advice to families is similar to that given to parents of all hearing children – there is no 'right or wrong' way. The most important thing is to talk to the child in whichever language he or she is most comfortable speaking in. If the child understands a concept in one language, it does not matter which one. The two languages are interdependent. The following factors are more important:

- Children learn language through interaction with parents and close friends. It does not matter which language is spoken, it is the quality and quantity of the language that is used.
- The family should communicate in whichever language they are most comfortable with. Expansion

and extensions should be encouraged.

- Research suggests that the first language and second language are interdependent. If children understand a concept in their first language, then the task is one of acquiring a new label in their second language.
- If children have a language disorder in their first language they will most likely have a language disorder in their second language.

Assessing the language of hearing-impaired EAL pupils

The progress of hearing-impaired EAL pupils should be closely monitored and recorded. There are useful charts for plotting progress, such as 'The Procedure' in *Distinguishing the difference: SEN or EAL?* These points should be taken into consideration:

- Hearing-impaired EAL children who have normally developing language will develop their language in the same stages as hearing monolingual children, but at a slower rate. We would expect there to be language delay.
- It is essential that the language is recognised as it is likely to be delayed and not disordered.
- Developing a full picture of the children's language environment at home and at school will help very much when addressing their language and communication development.
- It is essential to have the following information before assessing a pupil with EAL.
 - How long has the child been in Britain?
 - How long did he or she spend in full-time education in the 'home' country?
 - How long has he or she had access to English as an additional language?
 - Does he or she have any older siblings at school in the UK (he or she may hear English from these siblings)?
 - What are the child's language levels in the child's home language?
 - What information is there about the hearing loss?
 - What was the age at diagnosis?
 - How long has the child been appropriately amplified?

Assessments such as the British Picture Vocabulary Scale (BPVS), Test of Reception of Grammar (TROG) and Assessment of Comprehension and Expression (ACE) are standardised for hearing children who have English as their first language and may also include words and concepts that are not within the deaf child's experiences. They are therefore unlikely to be a true indication of the deaf EAL child's speech, language and communication levels. These assessments must be used with extreme caution.

The guidelines – advice for STAs (hearing-impaired)

- Collect all relevant information about the child.

- If appropriate, request that school makes a referral to the Ethnic Minority and Traveller Achievement Service (EMTAS) for an assessment of the speech and language in the home language.
- Build a good knowledge of the community and an understanding of the religion and culture of the family, particularly if there are home visits.
- Build up an accurate picture of the pupil's language in the home language by observation, discussion with parents and support from EMTAS.
- Ensure that the child attends nursery or formal education as soon as possible.
- Use formal assessments such as BPVS and TROG with great caution.
- Be aware that it can take up to two years to establish social fluency in English and between five and seven years to acquire the complex language that enables access to a full and wide curriculum.

Advice to SENCOs, class teachers and support staff

- Remember that pupils who are exposed to a spoken language at home which is different from the main language spoken for teaching and learning in school are entitled to and require relevant adaptations.
- For pupils who arrive in England with little or no experience of schooling in English or without literacy in another language, ensure that they have a

- programme of work tailored to achieve effective participation in the mainstream curriculum.
- Build up an accurate picture of the progress and attainment of the EAL learners in speaking, listening, writing and reading. Effective record keeping is essential.
- Ensure that regular and frequent one-to-one sessions are held.
- Use explicit pointing, ie number lines, pictures, words.
- Keep background noise to a minimum.
- Allow pupils in the school with the same heritage language to work together as response partners.
- Use gesture and visual aids to develop language, especially when introducing new concepts.
- Rephrase rather than repeat if the pupil does not understand.
- Remember that pre-tutoring is essential.
- Re-cast – if pupil makes an error in English, give them back the correct model.
- Consider employing a member of staff of the same culture as the EAL pupil.

Nicky Povey has been a specialist teacher adviser for the hearing-impaired in Hampshire for ten years and prior to that worked in Northumberland, Surrey, North Tyneside and at Mary Hare as a Teacher of the Deaf.

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Did you know that as a member of BATOD, you are entitled to free online access to *Deafness & Education International*?

Volume 13 (2011): 4 issues a year
Editing: Linda Wilson (University of Birmingham, UK) & Margaret Brown (University of Melbourne, Australia)

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(This helps in determining the age profile of Teachers of the Deaf)

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Date of qualification

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Special school ☐ Other ☐ (please indicate)

Job title

Employer

Hearing status: (tick all that apply)

Hearing ☐ Deaf (mild ☐ moderate ☐ severe ☐ profound ☐)

Baha ☐ Cochlear Implant ☐ Hearing aid ☐ Unaided ☐ Bilingual ☐

Return these completed forms to:

Paul Simpson, Executive Officer

21, Keating Close, Rochester, Kent ME1 1EQ

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- 5 Magazines annually
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New Member Introduction

The colleague introducing me is

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Understanding deaf equipment

Laura Evans introduces a new guide from Connevans designed to provide Teachers of the Deaf and parents with up-to-date information on assistive technology

The latest publication from Connevans – *Deaf Equipment explained* – is a free interactive guide to the world of assistive equipment. It can be found online at www.connevans.info/guide/ Written especially for people who may not know anything about deafness or assistive equipment, it aims to guide parents through the types of products that are available and how to choose between them.

Intended as a resource for Teachers of the Deaf to share, the guide offers a gentle introduction and is ideal for any family with no previous experience of deafness. It would also be great for 'transition days' as it gives an overview of the types of equipment most commonly used around the house to help build up a deaf child's independence.

Deaf Equipment explained is bright and colourful, written in a clear and easy-to-read way, with no technical jargon. It includes top tips from experienced members of Connevans' staff and reviews from customers. It gives an introduction to topics such as different levels of hearing loss, types of hearing aid and the loop programme.

Grouped into useful sections such as 'Alerting Devices' and 'Telecommunications', the guide outlines the best ways of listening to music and TV, explains the advantages of a vibrating alarm clock and suggests six things to think about when choosing a telephone. It also introduces the latest technology, such as wireless hearing aid accessories like the Oticon Streamer, and outlines ways of listening to a mobile phone via Bluetooth. There is a section on hearing aid care, which is particularly useful to parents and provides a great introduction for young people who are beginning to look after their aids themselves.



Ideal for showing parents what technology can do for their child, the interactive guide also has links to further information and appropriate products

The guide doesn't include any specific product details or prices but if you're interested in a product, each page has interactive links to appropriate categories on the www.DeafEquipment.co.uk website so the current range is only a click away. The aim is to empower parents and students by giving them the information to make their own informed choices about which product is best for them.

The latest assistive technology is smart, easy to use and inexpensive. It will help children to get the best from their hearing aids and participate fully in social activities. The aim of our *Deaf Equipment explained* guide is to explain how this technology works and perhaps introduce families to some products they don't even know exist!

Deaf Equipment explained is designed to be viewed online. Parents can be referred to the interactive online version using this link: www.connevans.info/guide/

We also have printed booklets available in packs of 100 for distribution by ToDs to parents and families. Please email info@connvans.com to request a pack.

Laura Evans is a Director of Connevans Limited in Merstham, Surrey. Connevans has been manufacturing radio aids and Soundfield systems for many years and is proud to have recently celebrated its 50th anniversary.



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Improving listening conditions



Ann Underwood outlines a study day in Manchester that both celebrated the Ewing Foundation's 60th birthday and informed a range of professionals about improving listening in the classroom

Following the success of the study day last November the BATOD Foundation planned a similar event for the North in Manchester. The Ewing Foundation was celebrating its 60th birthday and as the study day encapsulated many of the principles of its work, the event was sponsored by the Ewing Foundation.

This study day offered an introduction to what children are hearing in classrooms and how teachers can collect valuable evidence to argue for Soundfield systems and improved acoustics in classrooms. Anne Roberts shared the latest research evaluating FM and Soundfield systems, which was part of the Oticon Foundation project Optimising Hearing in Every Situation, and Bob Moon from Ecophon shared the progress made at Swayne Park School with good acoustic management.

Dr Wendy McCracken set the scene asking delegates, 'What are children hearing?' and considering the neurological basis for listening; how to develop listening skills; signal to noise and reverberation; perceptual effects of hearing loss and ways in which children can be provided with access to good quality sound.

Children do not bring a mature neurological system to the listening situation. They do not have the language skills or life experience of adults to allow them to fill in the gaps or infer meaning. Consequently, all children require a quieter room and a louder signal than adults.

BATOD Foundation Trustee Roger Turner placed the information 'out of the (deaf) box', explaining how important good acoustics are across the whole school population and curriculum. He considered the subject from the local authority viewpoint. Helping to get the message across, Tim Wilding (Manchester University), explained how evidence can be gathered in support of improving the acoustic conditions of classrooms. Although not presenting on the day, during question time, David Canning explained to delegates how an app on their smartphone can provide ready evidence with sound level meters and the possibility of showing a signal-to-noise ratio graph. David and Stuart Whyte will be presenting a workshop at the BATOD Conference on 9 March in Birmingham when ToDs can handle this software and develop their own confidence. Bob Moon from Ecophon looked at acoustic standards in schools using the Swayne Park School Study (described by David Canning in the BATOD Magazine, March 2010, page 20).

Allowing delegates to get hands on with the various Soundfield systems available, Connevens, Lightspeed, PC Werth and Phonak each presented a workshop



Chris Cartwright (Phonak) prepares to record the presentations for transfer to Phonak iLearn

about their products, and delegates visited each in turn. It was a valuable opportunity to compare and contrast these products in close proximity. Discussions and questions helped delegates clarify points.

Imran Mulla recently completed his PhD at Manchester University and is overseeing research at The Ear Foundation. He has been working with Language ENvironment Analysis (LENA) and showed the close links between being able to hear clearly and language development, expanding on the Hart and Risley study of 42 families over two-and-a-half years ('American Parenting of Language-Learning Children: Persisting Differences in Family-Child Interactions Observed in Natural Home Environments', *Developmental Psychology*, volume 28, 6). They found a relationship between the amount of communication and language, IQ and future success at school and work, concluding that 'the most important aspect to evaluate in childcare settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers'.

The LENA software analyses the recordings made through an iterative modelling process which segments the data, recognising male adult, female adult, key child, other child, overlapping speech, noise, electronic noise and silence. The data supported several research projects showing that younger children with normal hearing require significantly higher signal-to-noise values (>+15dB) and reduced reverberation times for speech recognition compared with older children.

Imran's presentation is available on the BATOD Foundation website www.batodfoundation.org.uk '18 October 2012 Study Day' tab. All the presentations were recorded by Chris Cartwright and made available via Phonak iLearn by clicking the presentation title on the programme.

Ann Underwood is a BATOD Foundation Trustee.

Armed with information

Tyron Woolfe has news of an innovative series of animations aimed to boost the aspirations of deaf young people and to help them get through stressful exam periods



The National Deaf Children's Society (NDCS) has used animation for the first time to inform deaf teenagers about the support that should be available to them at exam time to help raise their aspirations and to try and bridge the attainment gap between deaf and hearing young people.

The charity worked with its award-winning Young People's Advisory Board (YAB) to find out about the issues deaf young people worry about at exam time, such as missing the start of an exam or being unable to follow an interpreter or take notes. The YAB helped to develop the animations – giving advice on colours, language and music that should be used so that the NDCS could create a resource that appeals to deaf young people.

The three new animations give deaf teenagers information about the support available when taking exams and at crucial crossroads in their lives, such as deciding whether to go to college or take an apprenticeship. The project was launched in response to discussions with the YAB and other deaf young people, who said that one of their biggest concerns was education, as well as deaf awareness among children and adults. The animations aim to boost the aspirations of deaf young people by empowering them with information to make independent decisions about their futures, and they follow research by the National Foundation for Educational Research which revealed a stark contrast between parents' aspirations for their deaf children and what they felt was achievable. Around 66% of parents said they hoped that their child would go to university but only 22% thought this would actually happen.



For many young people across the UK preparing for exams is a stressful enough time, but for deaf young people like 17-year-old Daniel Owen (pictured left) exams meant desperately trying to make notes while he focused on his sign language interpreter. Daniel, from Swansea, took 12 GCSEs and is

now studying for his A-levels and Welsh Baccalaureate. To do his exams he had a one-to-one interpreter and 20% extra time.

'Revising for my exams was difficult as I couldn't make notes because I had to constantly look at the interpreter during lessons,' says Daniel. 'I was put in a room on my own to do my exams, but this made me feel really isolated. The room was above the music department, which wasn't soundproofed, so I could constantly hear and feel the vibrations from the drums downstairs. This really didn't help me and meant I had to concentrate even harder on my interpreter. I suffered with headaches during my exams and revision as I couldn't break eye contact with my interpreter in case I missed something. It was really tough and an extra pressure.'

It is hoped that arming deaf young people with the knowledge of what they can ask for to help them at exam time, and what should be available to them – such as an interpreter or extra time as explained in the animations – may help reduce the attainment gap. Currently, around 60% of deaf children fail to get five GCSEs grades A*–C, compared with 30% of hearing children.

NDCS worked with the YAB following the successful Look, Smile, Chat campaign run by the charity and led by deaf young people. Look, Smile, Chat aimed to break down communication barriers between deaf and hearing teenagers and the campaign earned the YAB awards from the Diana Awards and the British Council. NDCS hopes to build on this success by creating animations with direct input from the YAB. The charity hopes these will be shared among friends, as well as by Teachers of the Deaf who are working with deaf young people making decisions about their futures, like 17-year-old Fraser Gunn.

Fraser is profoundly deaf, and one of only a handful of deaf young people across the UK who have decided to do an apprenticeship – despite an increase in the number of apprenticeships being offered by workplaces in recent years. To date, just 0.2%, or 600, of all young people doing apprenticeships are deaf.



Fraser (pictured left), who lives in Scotland, says, 'I think it would be useful to have more information about apprenticeships because there can be a lot of pressure from schools to apply to college and university, and that route isn't for everyone. With an apprenticeship you are still doing training and learning but you have the opportunity to go to college and get practical skills while you are "on the job".'

Fraser is in his first year of a four-year apprenticeship at Lovell Construction to become a joiner and he has managed to work with the company to increase its deaf awareness.

The animations, *Priya's story: taking the 'aaaagh!' out of exams* and *Paul's story: at college I can learn and be independent* are aimed at students taking GCSEs or equivalent. *Sam's story: I'm getting paid while I get a qualification* is aimed at students who may be considering learning on the job and taking an apprenticeship.

We want to arm deaf teenagers with the information they need to get the most out of school, college and NDCS – it's important that they know what support they're entitled to. These animations are a great way for deaf young people to understand what NDCS does and

what support is available. As part of our five-year strategy – which has put engaging with deaf children, not just their families, at the heart of our work – we are directly involving deaf children in developing all our services.

The animations are available on the NDCS's website for deaf young people, The Buzz (www.buzz.org.uk/myfuture). They will appear alongside a fourth animation, *Am I the only deaf teenager?*, which aims to engage with deaf young people and to tackle the problem of isolation that we know is an issue for many of them.

The animations are important as deaf young people are currently facing cuts to their services, such as Teachers of the Deaf who help with their reading and language development. NDCS has launched the Stolen Futures campaign to call for the Government to intervene where cuts are being made. The e-petition at www.ndcs.org.uk/stolen urgently needs 100,000 signatures to get the issues debated in Parliament.

Tyron Woolfe is Deputy Director of Children and Young People at NDCS. He joined the charity to use his skills and experience as a deaf person to try and make a difference to deaf children and young people's lives. His key priorities are to achieve more opportunities for deaf children and young people across the UK.

Reel education

The British Deaf Association announces plans for its extensive film archive

The British Deaf Association (BDA) is seeking partnerships from within the educational sector for its new heritage project. The BDA has secured initial support from the Heritage Lottery Fund and is now in the process of undertaking the research and finalising the plans for the full three-year project.

In its possession, the BDA has a wealth of film footage, some dating back to the 1930s, that captures the use of British Sign Language in a variety of settings and environments throughout the 20th Century. The aim is to digitise these clips and make them available online, accompanied by testimonies and interviews from deaf community members, academics and historians.

While this online resource will be invaluable for raising awareness of the deaf community's rich heritage, a large part of the project will be dedicated to developing a UK-wide educational outreach programme for deaf schools, mainstream schools with deaf pupils/resource bases, and mainstream schools.

Teaching packs supporting this programme will include a DVD of film clips, learning resources and lesson plans, and they will have significant and numerous links to both the citizenship and deaf studies curricula.

Jemma Buckley, recently appointed as Deaf Heritage Project Manager, says, 'The BDA wants to ensure that this project and the accompanying learning resources are as accessible, relevant and beneficial as possible for teachers. We are therefore keen to consult with educators about the content and format of the teaching packs to ensure that we meet this goal.'

As part of its research the BDA is planning a series of pilot projects for spring 2013, focused around a selection of film clips and a lesson plan/learning resource that will be provided. If you would like to take part in one of these programmes, be placed on the project mailing list or simply receive more information please contact Jemma (jemmab@bda.org.uk) to express your interest.

In conversation with Ellen

Ellen chats to her Teacher of the Deaf Liz Reed-Beadle about school life, what it means to be deaf and why 2012 will always be special to her



Tell us a little about yourself – who you are, where you go to school and what year you are in.

My name is Ellen. I am 15 years old and I attend Wymondham College where I am currently in Year 11. I am also a member of Girlguiding UK.

What subjects have you chosen for your GCSE options?

I have chosen to take textiles, food technology, extra ICT and German. I really enjoy these subjects and I am glad I chose them.

What are your media and textiles courses like?

For extra ICT we have to do a project called 'Window on my World' which is where you get the freedom to choose which topic to focus on. Therefore I chose 'Deafness' because it plays a major role in my life as I am profoundly deaf and I thought that people don't seem to know enough about it. We had to create an 'ezine' (online magazine), which included a movie, a lip-reading challenge and an audio introduction as well as lots of information and images about deafness. In textiles, we have a sketchpad which we have to keep up to date with notes on different techniques, designer references and our own photos. We use this to build up some ideas about creating our final garment. I am thinking of designing a Walkers Crisps themed dress with the logo and crisp packets.

What is your favourite subject?

My favourite subject would have to be textiles; however, I do enjoy German because I have a penfriend who visited in September on the German exchange and she taught me a lot, which has helped me so much in school. Also I like food tech because you get to make different dishes, which also helps for the future.

What help do you have in school? Is it useful?

I have a learning support assistant in every lesson, who takes notes for me and is there for me if I misunderstand something or if I need any help. It is

really useful to have this help because I can't listen and take notes at the same time in case I miss something out.

What would you like to do when you leave school?

I'm not sure yet. I would like to stay on and do sixth form but I don't know what I will do after that. I may want to do fashion design or photography or something with children, but I don't know yet!

What do you like to do out of school?

I am in the Senior Section (older Guides) at Girlguiding UK and I love helping out with the younger children. I also like to meet up with my friends, go shopping and have a nice time or go swimming and play badminton. Otherwise I like to relax, listen to music and watch TV.



Who inspires you and why?

There are many people who inspire me, but the people who inspire me the most would be Gok Wan (fashion designer) and Ellie Simmonds (Paralympic gold medallist) because they have made it through life with a disability and have achieved their life's goal, which inspires me as a deaf person to try my best to achieve what I want to achieve.

Last summer was very special here in the UK.

What contribution did you make to the Olympics?

I was an Olympic torchbearer and I got to carry the Olympic flame on part of the route to the Olympics! Also, during the Olympics, I had the TV on every day, cheering the athletes on while wearing my Team GB scarf!

Who nominated you to be a torchbearer and why?

My mum kindly nominated me because she says that I make her proud in everything that I do and achieve as well as always thinking of others and helping out (running my charity plant stall and Girlguiding). She thought that as a reward, I deserved a 'moment to shine'. I have had a charity plant stall outside my

house for four years now, I raise between £50 and £220 each year for charities like East Anglia Children's Hospices, the British Limbless Ex Service Men's Association and my local church and primary school. I grow lots of plants in my dad's greenhouse and sell them for 50p each to ensure I make a reasonable profit. Each year has been getting better, and I would like to do it again, but maybe I'll try a skydive or sponsored swim instead!

What was it like being part of the torch relay?

I carried the Olympic flame on 5 July at 9.30am from North Quay into the market place in Great Yarmouth. It was an amazing day and such an amazing moment having two minutes where the whole world relied on me to pass the flame on to the next torchbearer. Of course, I didn't want it to end but it will be a moment I will remember for the rest of my life.

What did you enjoy about it?

I enjoyed every single minute of it, from getting my uniform through the post, holding my torch for the first time ever and running my leg of the relay, to the publicity afterwards!

What will you do with your Olympic torch?

I will keep it in my bedroom on my bedside table along with a photo of me as a torchbearer, which is hanging on my wall. I will pass it down the generations and I hope no one will sell it! I am so proud to have it!

What does being deaf mean to you?

Being deaf will always be a challenge but it's who I am, it's a part of me and no one can change that. I'm proud of who I am, the achievements I've made and the friends and family I have and I wouldn't change a thing.

BATOD was there representing you...

Between the NEC meetings, members of BATOD attend various meetings that are of particular interest to Teachers of the Deaf. This list is not exhaustive. Your representatives at the meetings listed included: David Couch, Sue Denny, Derek Heppenstall, Elizabeth Reed-Beadle, Paul Simpson, Karen Taylor, Ann Underwood, Alison Weaver

Date	External participants	Purpose of meeting	Venue
October			
1	DfE	Meeting about Year 6 Grammar Test	DfE, London
1	Ofqual	Access consultation forum	Ofqual, Coventry
2	FMUK	Regular meeting	Gray's Inn Road, London
4	EOA	Contact meeting	University of Reading
11	NatSIP	Education, health and care plan	Sense, London
12	EAGE	Meeting to discuss English GCSE	Ofqual, Coventry
19	Wales Heads of Service	Contact meeting regarding BATOD and CRIDE	by Skype
27	FEAPDA	Annual Council meeting	Maison des soeurs, Luxembourg
November			
1	Signature	Educational conference	Canary Wharf, London
5	AAQAG	Regular meeting	Welsh Government Buildings, Cardiff
6	EAGE	Regular meeting	Ofqual, Coventry
7	NatSIP	Working day	Friends' Meeting House, London
16	NatSIP	Planning course for HOSS	Hamilton House, London
19	The Communication Trust	Contact meeting with new CEO	Wakley Street, London
20	Glasgow City Council	Meeting regarding Glasgow ToDs	NDCS, Glasgow
23	DfE	Workshop about KS4 reforms	DfE, London
23	CRIDE	Meeting regarding 2013 survey	Frank Barnes School, Camden
27	NDCS	Meeting about KS4 reforms	NDCS, London
28	FLSE	SEND Conference	George Inn, London
December			
3	NatSIP	Project and reference group meetings	Sense, London
11	The Communication Trust	Regular meeting	NCVO, London

Please inform the National Executive Officer, Paul Simpson, if you know of any meetings where you feel representation on behalf of Teachers of the Deaf would be of benefit. Although there is no guarantee that BATOD would be able to attend every meeting, situations could be monitored and the interests of ToDs represented.

Sierra Leone – the teaching challenge

As a frequent visitor to St Joseph's School for the Hearing-Impaired Catherine Healey is in a good position to shed some light on deaf education in Sierra Leone



The population of Sierra Leone is just below six million, and 43% of the people are under 15 years of age. It is estimated that 68% of primary school age children are in school, although in the rural areas this figure is lower, around 50%.

Deafness in the country is often post-lingual, with malaria, measles, rubella and meningitis the most likely causes. It is estimated that one in 1,000 people is deaf in Sierra Leone, so at a conservative estimate there are at least 2,500 deaf school children. There are only two schools for the deaf, one in Freetown for day scholars, and one in Makeni, St Joseph's School for the Hearing-Impaired, which has both boarding and day pupils.

St Joseph's was started with eight pupils in 1979 by a Peace Corps volunteer, Tom Bristow, and at the same time Sister Mary Sweeney left for Dublin to train as a Teacher of the Deaf. During the civil war the school was closed (from 1998), and then occupied by various forces. After that it was a shell and had to be rebuilt, reopening in 2002. Today there are over 250 pupils and trainees aged 3–24 years (less than 10% of the total hearing-impaired (HI) population), 29 teachers and 30 carers, who look after the 93 boarders. Sister Mary is still here, directing operations.

The challenge of funding

Before the war St Joseph's was funded by Cordaid, but it has had to find new donors in the last two years and even now future funding remains uncertain. Zoe, a volunteer funds manager from the UK, working for a local wage, has helped the school enormously. Just recently there was a visit from a delegation of Irish MPs, who were entertained by the pupils and who hopefully went back to lobby their government for aid.

ToD education

In 2005 two education specialists from the UK set up a teacher training programme and all teachers were required to complete a Certificate in Special Education (Hearing-Impaired) within two years of starting work at the school. In 2006 five teachers embarked on a Diploma in Special Education course, and two were later awarded BEd degrees. In 2009 the head, Umu Turay, completed a Master's in Special Education in the UK, and the following year four teachers gained their ToD Diploma. This year two more teachers, with additional training as audiological technicians, will qualify as ToDs.



Currently the ToD training programme is being reorganised into a part-time in-service course and will be accredited by the University of Makeni.



The challenge for HI educators

In African schools the teaching style is formal. Classes are usually large, and there is a shortage of trained and qualified teachers. Lessons often comprise copying from the board and learning by rote.

Deaf children require a different teaching approach and small classes. They have first to learn how to communicate before they can follow lessons and this challenges traditional teaching methods. This puts a strain on the meagre resources.

The UK education experts mentioned earlier were also active in the school from 2005, mainly focusing on mathematics and language teaching. In addition, the audiologist Monica Tomlin set up an audiology suite with assessment and diagnostic and hearing aid provision. Each child now has one hearing aid, with plans to provide more in time. Monica and Ruth McAree set up the diploma course and Ruth provided language teaching expertise in reading and speech and phonics.

I came to Makeni in early 2011 for two weeks to help develop a deeper understanding of the pragmatics of the Maternal Reflective Method of language work. My approach is to demonstrate how to communicate with the children more informally, and we often get surprisingly quick results, which motivates teachers to try the technique. I have now made four trips, each longer than the last! The teachers are very receptive and work hard while I am there, with workshops every day after school. I hope to continue with this and with developing the new diploma course.

The teachers are challenged

Working in a developing country has its own challenges and rewards. There are frequent outbreaks of typhoid and malaria and even cholera, which result in staff and pupil absences, another feature of a relatively poor economy. Several teachers in school have recently lost close relatives – a child, a sister, a mother. There are still pupils in the school who have suffered because of the war, as child soldiers or losing their family members. Many teachers in Makeni lost everything in the war and have had to rebuild their lives.

Large numbers of teachers are under-qualified, and some even struggle with basic literacy themselves. Staff at St Joseph's are given lots of extra help and encouragement from the overseas trainers. They are paid to work longer hours than their mainstream colleagues, but they are regarded as better qualified as a result.

The curriculum challenge

The curriculum for deaf pupils can be compared to special education in the UK 40 years ago. The usual vocational skills courses – tailoring, carpentry, catering, textiles and handicrafts – offer routes to work, and on my last visit there was an excellent training course set up and run by experts from Milton Margai, a college that specialises in training disabled pupils. The products of this work were very professional.



Some students are able to do the same public exams as mainstream pupils. Sister Mary is proud of the fact that most of St Joseph's pupils who do sit the exams do better than their hearing peers, although this is also an indictment of the poverty of the overall Sierra Leonian education system. There was an integration programme for able deaf pupils, but despite being accompanied by a teacher from St Joseph's, pupils were seen to be struggling, so it was decided to set up a junior secondary school within the school campus instead. The first exams will be next summer.

In African schools children are expected to help in preparing food, keeping the campus clean, and so on, and the children all have allotted jobs. In the photograph above, pounding the cassava is very much a male preserve, and the small boys enjoy being allowed to join in and learn from the older ones, although everyone helps in preparing the vegetables.

I have worked in African schools now for over 20 years and I am always humbled by the politeness and gentleness of the children, who are grateful for their education and take nothing for granted. For me, it is a privilege.

Catherine Healey is a retired Teacher of the Deaf.

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Audiology updates

This page of our Magazine features innovations and discussions of what is happening in real-world educational audiology and gives readers the opportunity to highlight issues that they encounter in the workplace

A reader asked

We have a child who has Nathos Micro aids. The audiology clinic says that the FM program has been activated, but when we connect the FM system we cannot get it to work. We have tested the FM system independently and it definitely works. Please help.

You say

It may sound obvious, but we found that one of our children's aids had a tiny sticker over the contacts; it was really small and the same colour as its surroundings, so it was hard to see. If it's there, remove it and the FM should be fine. Also, if using ear-level receivers, try replacing the battery in the hearing aid as it has to power the receiver as well.

The experts* say

Did you remove the label from the contact on the hearing aid? Lots of people have been caught out by this, and the shoes won't be able to make contact while it is in place. There is a tiny sticker covering the contacts, which is often missed by audiology departments and out in the field. It's easily done, as the contacts are inside the battery compartment and the sticker is very small; unless it has been pointed out to someone, they would be totally unaware. Carefully peel it away from the contacts and, as long as FM has been activated, the FM system should now work.

A word from Phonak

It is likely that the cover has not been removed from the audio contacts. Nathos Micro is popular with babies and small children, so we put some extra protection on the contacts. The website at www.phonakpro.com/uk/b2b/en/products/fm/receivers/ml12i.html contains information and a video clip which may be helpful.

A reader asks

A radio aid seems to be broken, but it will sometimes work if I switch on the transmitter when I am next to the child. Does the system need to be replaced or is there a reason for this erratic behaviour?

If you can suggest a solution, or would like to pose a question for our readers and experts, please contact Stevie Mayhook at steviem@ewing-foundation.org.uk.

** Information provided by members of the Ewing Foundation.*

Update

When discussing audiology policies with schools and services, we find that practice varies regarding pupils taking home their personal FM systems (radio aids). The potential benefits of using FM systems beyond the classroom are widely appreciated – and are addressed in the *Quality Standards* and the *Good Practice Guide* published by the National Deaf Children's Society (NDCS) – but practical concerns can prevent this becoming routine.

Objections to systems leaving the school generally focus on the cost of replacement if items are lost or damaged, doubts over families' commitment or ability to use the systems effectively, or concerns about their reliability in returning equipment, fully charged, to school. In some areas, families are asked to insure the FM system or to pay a deposit before it is allowed to go home – although the NDCS's position statement discourages such practice. (There may also be a problem insuring equipment that is the property of the school or local authority, not the family, and there is no consistency in the way this is addressed.)

Other settings actively encourage families to incorporate the FM system into their everyday lives – accessing television and other technical or entertainment devices; engaging in conversations in a car or restaurant, participating in social clubs and activities, and so on. After all, clear communication is just as important in the evenings, at weekends and during the holidays as it is in class! If deaf youngsters can experiment with using their systems in the wider world, they are more likely to recognise the benefits they may offer in college, the workplace and a variety of social settings and continue to use them once they leave school.

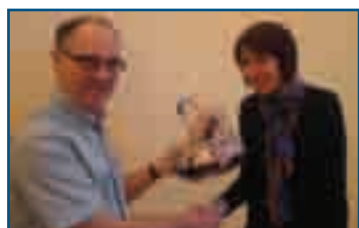
This topic generates a lot of debate and demonstrates the need to have a clear audiology policy that recognises the importance of including families in planning and training sessions in order to ensure consistent good practice.

FEAPDA news

Following the latest FEAPDA Council meeting in Luxembourg in October 2012, Alison Weaver provides an overview of the latest activities and looks forward to the Congress in 2013

FEAPDA is the organisation that brings together professional associations of Teachers of the Deaf from across Europe. Each country affiliated to FEAPDA has a place on the Council, which sits once a year. This year ten countries were in attendance, with apologies from a number of absentees.

Paul Simpson, as President of FEAPDA and Chair of the Council, opened the meeting in October by paying tribute to Maria Wisnet, who died suddenly in February 2012. Maria was a representative from Germany, who had worked tirelessly to raise the profile of FEAPDA, most recently as Secretary, and to encourage other countries to join the organisation. As a direct result of her efforts, a representative from Austria was at the meeting for the first time. (Malta and Romania are also struggling with small numbers of ToDs and feel they would benefit from being part of a larger network. FEAPDA continues also to seek contacts in Spain and in France – where there are large numbers of ToDs.)



Paul also paid tribute to Nadine Rischard from Luxembourg, who has been treasurer of FEAPDA for 14 years, maintaining the books and arranging meetings very efficiently during

this time. Paul presented a gift on behalf of the organisation in appreciation of her support. Fortunately, Maggie, one of Nadine's colleagues from Luxembourg, has volunteered to take on the role in the future.

A significant aspect of FEAPDA's work is the organisation of the Congress every two years. Participating countries take it in turns to host it. The 2013 Congress will be held in Slovenia in the beautiful seaside resort of Koper from 27–28 September. The aim of the FEAPDA Congress is always to share good practice across Europe through presentations but also to allow delegates to network and discuss practice with Teachers of the Deaf in other countries. The 2013 event will focus on teaching and supporting deaf teenagers. There will be a number of keynote speeches, addressing areas of emotional competence in deaf adolescents, opportunities and challenges of cochlear implantation, and cultural identity for deaf adolescents. In addition, countries will have the opportunity to showcase good practice in working with teenagers. The traditional 'banquet' on the Saturday evening is a great time to network with practitioners from across Europe. The organising committee assures

us also that this will be an ideal time to sample some of the good local wine.

The FEAPDA Council recognises the difficulties for potential delegates in finding funding. The Slovenian organisers are linking with Comenius so that those interested in attending can apply to Comenius to fund their attendance. This has proved a very effective way for BATOD members to access funding to attend conferences in the past. The deadline for a funding application is likely to be March/April. Successful applicants will receive funding not only for the event but also for travel and accommodation costs. Members who are interested in attending the Congress in Slovenia should keep an eye on the FEAPDA website so that they can apply before the deadline.

In 2011 the Congress was held very successfully in the Netherlands. Following the event a number of members of the Dutch ToD association raised questions about alternative ways of organising the conference and asked how they could benefit more from affiliation with FEAPDA. Consequently it was agreed that a working group should meet in April to discuss these issues, and BATOD will be represented at this meeting. Prior to this we will be seeking the views of BATOD members – so let us know what you think either through your regional NEC reps to the NEC meeting in March or by emailing me at councilrep@feapda.org.

Training and professional development are core features of the work of FEAPDA. The October gathering reflected on the positive outcomes of the Leonardo Project, in which FEAPDA worked with a range of European partners to develop an agreed set of competencies required by teachers working with deaf children and young people across Europe. The FEAPDA Council is concerned that this significant piece of work should not be lost and is looking at possible ways to take this forward.

Guido Lichtert from Belgium also sought FEAPDA's endorsement of a proposal for which he is seeking European funding. If successful, this project will provide additional training and support to researchers working in the field of deaf education. The Council approved the proposal and will provide further information if and when the funding is agreed.

Further information about the work of FEAPDA may be found on the website www.feapda.org/

Alison Weaver is the BATOD representative on the FEAPDA Council and a former President of BATOD.

Can you contribute?

A new area of the BATOD website is now dedicated to bringing Teachers of the Deaf useful resources and would benefit from your contributions

A review of the BATOD website has resulted in an expansion of resource support for BATOD members. Articles and documents about such things as features of effective services, line management, recruitment and retention of ToDs, as well as professional issues, are available alongside practical items that can be of immediate value to every member.

As a profession, Teachers of the Deaf have always been collaborative and willing to share their knowledge and experience. Want to know more about which assessment to use? Put a post on the ToD email forum and there will be other Teachers of the Deaf from across the UK offering their advice. Got a problem with a piece of equipment? Ask one of those colleagues and they will readily give their support.

BATOD is tapping into this collaborative approach by creating an area of the new website where professionals working with deaf children and young people can place resources and materials they have developed and found useful. Some examples of work have already been included. There are resources to support geography at examination level; a visual dictionary to support primary science; interactive maths tutorials on a variety of topics to help reinforce knowledge and understanding; games to support learning and pronunciation of French vocabulary; revision sheets for science at examination

level – and more. These can be viewed and downloaded by logging into the new-look BATOD website as a member, clicking first on the Resources tab, then on Teaching Materials. The website remains at www.batod.org.uk/

The aim is to expand the number and variety of resources across subject areas, age ranges and ability levels – with your help. If you have a piece of work that you are proud of and willing to share, please send it to us. A submission form can be downloaded from the Resources area of the website. It only takes a few minutes to fill in and can be emailed to website@batod.org.uk together with the resource. If each BATOD member could send us just one item we would have a fabulous source of support!

A ToD list?

Many Teachers of the Deaf colleagues and heads of schools and services would welcome the idea of a supply list of ToDs. We are looking into how best to develop this but would like to gauge the number of possible ToDs who might wish to be on that list. Please let Paul Simpson know at exec@batod.org.uk if you would be interested – whether for full-time work or single days.



BATOD South twilight

Put this in your diary

Show and Tell

Date: 20th March 2013 5.30-8.00pm

Venue: The Speech, Language and Hearing Centre
Christopher Place
Chalton Street
London NW1 1JF

Topic: *By popular request:* Assessments and Resources

BATOD members £5 / non-members £8
Booking form by request: mhunt@auroi.surrey.sch.uk
Limited places

Come and share your experiences – bring along your favourite assessment and resource.

Representing you – The Communication Trust

Ann Underwood highlights the key points for BATOD from a meeting of The Communication Trust at the National Council for Voluntary Organisations in London on 19 September 2012

Context: The six-weekly meetings share information about the work of The Communication Trust and usually have related meetings before the planned agenda time. The first of the pre-meetings considered social finance and social investment. This was followed by a schools special interest group meeting and then the Consortium meeting proper.

Main points from the meetings

Social finance and social investment

Peter Sebastian outlined the concept behind social impact bonds and investments. Social investment business seeks to provide funding sources for projects that tackle social problems effectively and as a result make savings – potential for future revenue streams. The Government set up the idea initially using money from dormant bank accounts – or from risk investors. A social impact bond (SIB) is a contract with public sector commissioners committing to pay for improved social outcomes, such as reduced reoffending or improved health and well-being. Investment pays for a range of preventative services that improve outcomes and reduce spending on costly acute services. The suggestion was that The Communication Trust (TCT), I CAN, even BATOD, could work with social finance to source funding for projects, for example improved mental health and well-being for deaf children with a reduction in the need for heavy demands on child and adolescent mental health services. SIBs currently set up are: Children in care; Employment; Rough sleeping; Criminal justice; Substance misuse; Health and adult social care. TCT will be looking into this and will be setting up a special interest group looking at commissioning approaches for services and how this could work in the Consortium's interest.

Schools special interest group

Primary curriculum – feedback from members generally has shown that there needs to be more explicit focus on spoken language, although the solution-focused approach was well received. It has been generally welcomed although it is a pared-down curriculum without great detail and with too much prescription on phonics and grammar. There does need to be more guidance around spoken language. It will be seen through by Jane Hough (assessment and monitoring, accountability, SEN). The Communication Trust's submission was followed up in writing, copied to key people regarding grammar and phonics and copies were distributed via the newsletter.

The Communication Trust's phonics guidance (*Communicating Phonics*) has gone out to all schools and it has had 10,000 hits on the website.

Grammar test – The Communication Trust has been asked to attend a meeting with the DfE in October, as has BATOD. It was felt that there should be a document similar to *Communicating Phonics*. Concerns were expressed about capabilities to teach grammar – strategies need to be in place.

The Better Communication Research Programme report is now completed and agreed – it is not signed off by the Minister but is due to launch on 27 September. The Communication Trust was asked to roll it out and 'keep it alive'. This needs cross-referencing with the Children and Families Bill, research and policy and practice. A Communication Trust Task and Finish Group has been set up to disseminate the report content.

Schools strategy

The Hello Schools Pledge is in its final draft. Schools are encouraged to sign a 'pledge' showing a commitment to staff development, setting up a communication-friendly situation for all classrooms. The Communication Trust has developed information, guidance, toolkits and resources aimed at helping all children to achieve their potential through better communication skills. I suggested that the National Deaf Children's Society Deaf Friendly Schools material should also be part of this, although Ian Noon said it was 'old'; certainly acoustics-related topics should be part of the information available. A group will be set up to consider how success can be measured for accreditation. It was felt that teachers should be encouraged to have action research included in the progression.

What Works database – this is still being developed and it is hoped that the beta version will be available for Communication Trust members for a trial month before its launch to a wider audience.

What Works covers a range of interventions at specific ages and targets. There was concern about the name and also if there should be some items 'that have not been proved to work' but allow people to make professional judgements. The criteria for inclusion are quite robust and evidence based. There will be structured questions via a survey monkey on the site.

Children and Families Bill (Consortium and special post-meeting)

There were presentations from David Hare (Whitehouse) and Matthew Dodd (Special Educational Consortium) presenting the main areas of concern for those with SEN. Key points made were:

- What can be done about children and young people who will be below the radar (no statement/at School Action or School Action Plus)?
- Individual education plans seem to have been lost and are needed, with termly reviews.
- The local offer could exclude deaf children who may need regional provision.
- Don't change the name to learning difficulties – not all children with SEN have learning difficulties!
- Cued Speech commented on what 'sign interpretation' meant (Anne Worsfold has sent her comments to BATOD).

There was concern about the nature of the questions for the response and it was agreed that The Communication Trust would take a lead from the Special Educational Consortium draft response that Matthew Dodd offered and use a similar format. The document would be created on a fast email turnaround.

Action for BATOD

- Take part in the No Pens Day promotion.
- Take part in working groups looking at marketing/funding/Children and Families Bill.
- Take part in the feedback on What Works when the website is available.
- Include The Communication Trust's newsletter in the monthly unmissable email.

Ann Underwood is a past President of BATOD.

Representing you – DfE

Derek Heppenstall made notes on the SEN Forum meeting on the test for grammar, punctuation and spelling at the Department for Education, 1 October 2012

Purpose of meeting: Update on test development, including feedback from the small scale trials, test framework and equality impact assessment.

Present: Benedict Coffin, DfE; Michael McCulley, Standards and Testing Agency (STA); Fiona Bowditch, DfE Assessment; representatives from the Professional Association for Teachers of Students with Specific Learning Difficulties (PATOSS), British Dyslexia Association (BDA), VIEW, Dyslexia-SpLD Trust, BATOD; Lili Reary (National Deaf Children's Society) and David Chater (DfE SEN) by telephone conferencing.

Main points from the meeting

- No test items were provided but there are samples on the DfE website.
- The technical pre-test has been completed with 6,000 students, including an SEN cohort (not broken into sub-groups but separate, specific research for dyslexic, hearing-impaired and visually impaired students and their teachers: see below for hearing-impaired).
- The draft of the test will be signed off on Friday 5 October by the Secretary of State.
- The test consists of sentence grammar, punctuation, vocabulary and spelling. *Both handwriting and dictation have now been omitted* (pending a final decision by the Secretary of State).
- Small scale research was carried out on the test and hearing-impaired pupils. Researchers looked at pupil responses and tried to identify items where pupils didn't know what to do. The 'Think Aloud' technique was used (asking pupils 'what are you thinking?'

during the test). Hearing-impaired pupils were tested and their teachers interviewed at two schools.

Discussion

The representative for PATOSS was concerned about how teachers would be able to use the results to help them improve an individual's performance. I added that a general mark for grammar would be of little diagnostic use unless performance on individual items was available to the teacher.

BC asked if there were any concerns about the latest draft of the equality impact assessment but none was expressed.

BC asked if the concerns addressed at the last meeting had been met. I said that although not present, I thought that issues raised via email had been addressed. Lili Reary concurred.

I voiced concerns about the carrier language and quoted the example question stems provided in the framework.

Actions for BATOD

- Inform NEC of this meeting.
- Contribute to further meetings.
- Look at test items online.
- Receive and comment on final decisions made on 5 October.

Derek Heppenstall is a BATOD modifier of examination language and an OLM trainer.

Representing you – Consortium for Research into Deaf Education

Paul Simpson writes up the minutes from the Consortium for Research into Deaf Education (CRIDE) survey meeting held on 21 September 2012 at Frank Barnes School

Apologies: Ian Noon, Tony Shaw.

Present: Angela Deckett, Bob Denman, Bruce Kitchener (Chair), Merle Mahon, Stevie Mayhook, Karen Simpson, Paul Simpson (Secretary), (Fiona Kyle is on maternity leave).

Notes from the previous meeting: These were agreed to be accurate.

Actions from previous meeting

- The individual country reports from Scotland, Northern Ireland and Wales are on the National Deaf Children Society (NDCS) and BATOD websites.
- All English local authorities responded except six.
- Birmingham responded this time meaning that in comparison with last year a greater proportion of the population was covered.
- There were disappointingly low returns from the cochlear implant centres; Merle offered to help in future to encourage this sector through her involvement with the Paediatric Audiology Interest Group; a shorter version of the survey with limited questions could be used next time.
- 19 October is the third action research symposium for ToDs currently engaged in action research projects.

Logo

The options were presented by Merle; the group chose the offering by Nick Lovegrove unanimously; Karen will contact him about supplying it in jpeg form; the writing under the logo will be in letters no smaller than eight point. It will be used in all CRIDE documents from now on.

CRIDE draft report 2012

It was agreed that when different drafts of a document are in use the header or footer should indicate the version and date. Angela amended the latest draft as suggestions were made. Key points included:

- The apparent anomaly that profoundly deaf children are getting less support than moderately deaf children is likely to be explained by more profoundly deaf children being in specialist provision not supported by services; however, this is changing due in part to the influence of cochlear implants.

- The apparent increase in population (7% since last year) is likely to be due to higher levels of reporting rather than an increase in population.
- Some services seem to be not reporting those children not meeting their eligibility criteria.
- It would be more informative to use percentages of children with auditory neuropathy spectrum disorder rather than raw figures.
- The CRIDE survey consistently reports additional difficulties at around 20% not the 40% commonly used.
- MLD is liable to over-reporting as a category.
- Angela will investigate further the reported increase of 176% in the population in a south west local authority.
- We are not using the terminology 'schools for disabled children' – we use 'other special schools, not specifically for deaf children'.
- We agreed that the prevalence in England is between 34,000 and 42,000 and over 45,000 for the UK.
- The General Teaching Council has been abolished and its responsibilities, for example for recording numbers of teachers with the mandatory qualification, have been taken over by the DfE.
- The National Sensory Impairment Partnership (NatSIP) criteria don't determine the amount of support children will receive but help local authorities to draw up their own support allocation matrices.
- We agreed to use a plural verb after data.

Warm congratulations were extended to Ian and Angela for their hard work on the survey.

Publication

When published there should be a hyperlink to the names of all the affiliated people from our group (Action Paul). It will be published on both websites – BATOD and NDCS – and linked from the others (Action Paul). There will be a link only from other websites.

Wales

The heads of service from Wales have asked to meet with Paul to discuss among other things CRIDE, and they seemed to question its purpose. A quick brainstorm led to the following key purposes. Merle

agreed to write a paragraph for inclusion in the report and in future CRIDE surveys based on these uses:

- Providing comparable demographic data in Ofsted inspections.
- Making decisions regarding staff and training.
- Making sure local authorities are effectively picking up children who are deaf.
- Supplying data for DfE and government, for example trends of funding and support.
- Doing research leading to evidence-based practice.
- Doing strategic planning.
- Identifying trends in prevalence and support – useful for training including other professionals.

Survey on the impact of the CRIDE survey

When the report goes out a question will be asked about what the impact has been.

A short survey monkey could be used. Ian and Angela will draft a questionnaire and send it out for comment

NatSIP and CRIDE

Bob introduced his paper asking for agreement to move forward to explore a feasibility study bringing together the NatSIP benchmarking work and CRIDE. Individual pupil level data will be needed –

anonymised. The aim would be to start in September 2013 with some of the local authorities involved in the NatSIP work.

It may be possible to seek funding from the DfE for this work as it is keen for such an expansion to take place. Pupils would not be identifiable – just a number would be used. We would aim to start small and build up and it could be annually updatable.

Merle referred to the national register of deaf children which exists in Australia. Paul will contact Trudy Smith from the National Association of Australian Teachers of the Deaf and ask about it.

CRIDE 2013

More time will be spent at the next meeting discussing the implications and practicality of a third CRIDE survey in 2013.

Date and place of next meeting

Frank Barnes School, 1–4pm, Friday, 23 November 2012.

Paul Simpson is the National Executive Officer of BATOD.

Research to be done?
Assignments to complete?

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Representing you – Federation of Leaders in Special Education

Paul Simpson files his report on a meeting of the Special Education Conference of the Federation of Leaders in Special Education held in London on 26 September 2012

Context: There are half-termly gatherings of a range of special educational needs (SEN) organisations and other organisations meeting under the auspices of the Federation of Leaders in Special Education (FLSE).

Present: Representatives from BATOD, Engage, special school headteachers, the National Association of Head Teachers (NAHT), the National Association of Independent Schools and Non-Maintained Special Schools (NASS), the Special Schools Network (SSAT), and two senior local authority (LA) officers.

Summary of the main points of the meeting

1 Matters arising from the previous notes

- Non-maintained schools are now to be seen as partners and should be included in the local offer if already used by that LA.
- Banding arrangements are being considered in LAs for special schools to determine what the top-up should be.
- There is a lack of clarity about post-16 funding.
- The positive news about funding of LA specialist support services may be time limited – this needs to be explored. (Editor's note: We have since heard that these arrangements are permanent.)
- Maintained special schools have no upfront funding for residential placements.
- There need to be shared guidelines for how the collaborative working between education, health and social care will operate.

2 New Ofsted framework

- Progression materials are still to be used (not called guidance any more).
- Synthetic phonics are to be used and will be monitored by Ofsted at the same time as it is encouraging personalised learning.
- Performance management is taking on a new relevance.
- Teachers can have previously designated satisfactory performance redesignated as requiring improvement and then being subject to capability procedures; this will cause difficulties with other unions and professional bodies. If a department is under-performing the head of department could have his or her pay reduced; if not, the school will not receive an outstanding grade for leadership and management.

3 Members' comments and activity

- FLSE has been concentrating on funding issues,

achievement and learning and young people over 19.

- BATOD discussed its work with Ofqual on GCSEs, the mandatory qualification, the grammar, punctuation and spelling test, the Consortium for Research into Deaf Education and initial teacher training.
- NASS made representations to the Department for Education (DfE) when it decided not to include the independent special schools in the remit of the Bill; this has not succeeded.
- NASS has released its mental health and complex needs materials on its website. It will soon produce a report showing that many NASS school placements are cheaper than their maintained counterparts. A report into social investment of education shows what the savings and wider advantages can be as a result of making the best placement decisions in relation to dealing with the consequences of incorrect decisions.
- Engage – the term behavioural, emotional and social difficulties (BESD) is likely to be dropped as it is not seen as helpful – perhaps CLD (complex learning difficulties) would be better?
- NAHT has received legal advice that the GCSE debacle cannot be shown to have specifically disadvantaged students with protected characteristics. There is great concern about the means used to test spelling, punctuation and grammar (GaPS) being totally outside the usual context of spelling, punctuation and grammar. There is concern about who will fund careers advice for young people.
- Special school heads – for children with very complex needs it is frustrating and unhelpful to keep talking about underachievement rather than being realistic about potential. It is not supportive to give parents false hope.

4 All the organisations fed back on the draft provisions in the Children and Families Bill

Common concerns were:

- the lack of legal obligation on health
- non-statemented children
- funding for post-16 provision
- the fact that the pathfinders are supposed to be informing the process but have not made much progress yet.

Action for BATOD

- Inform NEC members about the meeting.
- Attend further meetings.

Paul Simpson is the National Executive Officer of BATOD.

This and that...

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

Supporting teachers and learners

Soundfield voice reinforcement is a crucial way to improve learning environments, enabling everyone to hear the teacher's voice clearly. With voice-command technology, Juno has made Soundfield technology seriously simple. The new system from PC Werth is FM-system compatible and available as a fixed four-speaker or standalone unit.

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Deaf Education in the Seventies

A new 'Hidden Histories' exhibition was launched on the Sussex Deaf History website in September 2012. The exhibition, Deaf Education in the Seventies, explores the world of residential education during the decade.

The exhibition takes a look at what life was like in three schools for the deaf – Hamilton Lodge, Ovingdean Hall and St Thomas – and features narratives from children who attended those schools and are now in their 40s or 50s. Their stories include both cherished and difficult memories.

The 1970s was also a period when the assumed approach to oral education (pure oral method) was challenged. One forgotten doctorate, featured in this exhibition, was by William 'Bill' Watts, who tested the levels of intelligence in deaf children without using language (Montessori method). He became the assistance Director for the Reginald Phillips Research Unit, which specifically focused on deaf education, based at the University of Sussex. Until two years ago, this historical fact was lost in the mists of time.

The exhibition is part of the Hidden Histories: Intercultural Dialogue project, funded by Grundtvig. The project was managed at the University of Sussex and worked with partners in Finland, Ireland and Austria. For further details visit www.sussexdeafhistory.org.uk or www.hiddenhistories.euproject.org/

The Education Show

The 2013 Education Show takes place from 14–16 March at the Birmingham NEC. There are five main themes: School Leaders Summit, Learn Live, Primary SENCO training, The Academies Forum, and the PTA-UK National Conference. Visitors to the ClickView stand D85 will be able to discover how video learning is being made accessible for deaf children. There is more information available on the website at www.education-show.com/

Stop press!

Kathy Owston's review of the Advanced Bionics (AB) Neptune Processor, in the last issue of the Magazine, is now out of date. AB has recently announced that the Neptune is now fully warranted for use in oceans, rivers and lakes. The processor and aquamatic just need to be rinsed thoroughly in clean water after being immersed in salty water, and placed in the dry kit every night.

Training for the BSL test

Training for the British Sign Language (BSL) Production Test takes place on 17–19 April at City University London. As well as practising using the test package, attendees will learn about sign linguistics, sign language acquisition and the development of narrative skills in hearing and deaf children. There is a follow-up day in September. For details visit www.city.ac.uk/lcs/compass/bsl-development/assessingbsl-development.html or contact Sue Swinbank on 020 7040 0150 or s.swinbank@city.ac.uk.

A storybook app



ITV has launched the world's first animated storytelling app with British and American sign language. Designed to make reading fun for all children, the *Signed Stories* app is fully accessible in sign language, subtitles, narration, animation and music. It aims to make books easier to read for deaf children and those with special educational needs, including autism, Asperger's syndrome, dyslexia and Down syndrome.

As part of the app, ITV has created digital versions of a wide range of award-winning picture books in partnership with leading children's publishers. The app features books suitable for early years and primary school children, including contemporary stories, updated folktales and fairytales from international book publisher Child's Play.

The *Signed Stories* app is available – through Apple's App store – on iOS devices, including the iPad, iPhone and iPod Touch. It is free to download and includes a free version of *The Three Billy Goats Gruff*. All books featured within the app are individually priced.

Users are able to customise the app to suit their individual needs. Parents, carers and teachers can benefit from guidance notes on how to get the most out of each book. It also comes with a free British Sign Language or American Sign Language video dictionary, which grows each time a new book is downloaded. Subtitles can be customised to improve reading for dyslexic children. The iPad app also carries free sign language learning games with every story downloaded.

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This open email forum has been used to

- ◆ share information about research projects
- ◆ ask for ideas for presenting curriculum information
- ◆ get help from colleagues across the UK
- ◆ discuss
 - ◊ buying and using radio aids for use at home,
 - ◊ issues relating to pay and conditions of Teachers of the Deaf
 - ◊ speech discrimination testing

Find out more visit

www.batod.org.uk >> The Association

Reminder for current and future members:

BATOD manages this forum which is hosted by the Department for Education. Any information about changes of email address or other enquiries should be sent to ToD@batod.org.uk

Reviews

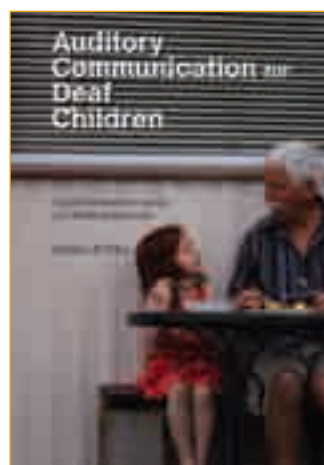


Title	Auditory Communication for Deaf Children
Author	Norman P Erber
Publisher	Australian Council for Educational Research
ISBN	978 1 74286 020 6
Price	£46.50
Reviewer	Corinda M Carnelley, peripatetic ToD, London Borough of Croydon

The name Norman P Erber is familiar to many Teachers of the Deaf of a certain age (myself included!). This is his latest work, published by the Australian Council for Educational Research, and it provides a practical approach to the development of auditory communication skills.

The introduction gives a brief account of how life has changed in the realm of deafness during the past 25 years. It offers a brief paragraph about each development, and a clear summary.

This pattern is repeated throughout the book and it is the simplicity of the writing and the clarity of layout which make what can be an inaccessible topic completely accessible. The book is not only readable but easy to dip into. For example, the title 'Auditory



'Skills Matrix' would not normally have me flicking through the pages, but a short explanatory paragraph with a clear diagram and I'm hooked!

There is also a clear explanation of the rationale behind the Glendonald Auditory Screening Procedure, which I have always found challenging.

Erber talks about the three stages of auditory instruction: conversational approach, experienced-based method, and practice on specific auditory tasks. Not all Teachers of the Deaf will warm to his doctrinaire approach and some of the language is clearly Australian/English but this does not detract from the overall readability of the book and its accessibility. Students wishing to investigate a wide range of practical listening activities that can be applied during everyday interactions with deaf children need look no further.

Title	Diverse Perspectives on Inclusive School Communities
Authors	Diana Tsokova and Jane Tarr
Publisher	Routledge
ISBN	978 0 41559 458 5
Price	£24.99
Reviewer	Corinda M Carnelley, peripatetic ToD, London Borough of Croydon



This book presents the voices of a wide range of stakeholders giving varied perspectives on inclusive education. The accounts have been collected through in-depth interviews and they focus on how to ensure that all children are educated in truly inclusive school communities.

This is not an easy read – mainly because of the

depth of the research and documentation involved. However, it is extremely thorough and the authors have gone out of their way to ensure that all perspectives are covered.

One of the chapters contains the stories of families and young people as told to the authors. We are all familiar with the struggle faced by families of children with special educational needs (SEN) but it is still sobering to read their accounts. Interviewees also give their own descriptions of how they see inclusion and what could be done to improve (their perception of) the situation.

The overall impression, reading the book, is of a rather breathless delivery. This is because much of it is direct reporting from interviews and one can almost hear the subject speaking. However, it does offer insights not always available to readers and is thought provoking in many ways.

The book concludes with a discussion of the key learning points and would be an interesting addition to any SEN staff library.

Title	The effective teacher's guide to autism and communication difficulties – practical strategies (2nd edition)
Author	Michael Farrell
Published	2012
Publisher	Routledge
ISBN	978 0 41569 383 7 (paperback)
Price	£19.94 (Kindle edition £17.95)
Reviewer	Helen Maiden, advisory teacher for hearing impairment, Physical and Sensory Support, Surrey

This is a small (less than A5) size paperback in a series of books covering a range of disabilities and disorders, from behavioural and emotional disorders, sensory impairments to moderate, severe and profound learning difficulties. Each book, it says, 'describes practical strategies that enable the educational progress and personal and social development of pupils with particular disabilities and disorders'.

This new edition (previous edition published in 2006) is aimed at making the information more accessible to a wider range of readers, including those in different countries. The 2006 edition had much reference to legislation that was current in the UK at the time.

The book begins with an overview of the very well-educated and highly positioned author Michael Farrell. The introduction (chapter 1) gives the titles of the other books in the series and then describes what is new in this edition, ie that it 'focuses more on strategies that work without undue reference to a particular national context'. It goes on to outline the types of difficulties and disorders within the book that are taken from classifications used both in the USA and the UK. Some terminology that is more familiar in the USA, Australia and Canada, such as 'speech pathologist' rather than the more familiar term of speech and language therapist in the UK, is used throughout the book.

The introduction is split into short sections covering:

- Autism and communication disorders
- The teacher and the speech pathologist
- Form and content
- Delay and disorder
- Within child and contextual explanations
- A framework for communication disorders
- Development and verbal dyspraxia and dysarthria.

Each of these sections gives brief information that is helpful and clarifies information referred to in later chapters.

Chapters 2–6 look at 'Communication Disorders', with each chapter considering different aspects of this area. Each chapter has an introduction clarifying



what is covered and giving an explanation of the aspect of communication disorder that is being discussed. There is also a 'Thinking Points' box at the end, suggesting considerations that the reader may wish to make in his or her own setting. Each chapter finishes with a list of 'Key Texts', and a brief comment about the focus of the texts listed.

Chapter 2, which focuses on speech, considers identification and assessment. It goes on to look in more detail at specific speech difficulties, phonetics, prosody and phonology. Strategies are suggested for raising phonological awareness through the whole curriculum, for example when introducing new vocabulary. The chapter also mentions different programmes and resources; it looks briefly at the use of error analysis and articulation exercises, alternative and augmentative communication, therapy and organisation.

The following chapters are similarly set out and look at grammar, comprehension, semantics and pragmatics.

Chapter 7 looks specifically at autism, its prevalence, causes, identification, assessment and provision. Several programmes and interventions are mentioned, including the Treatment and Education of Autistic and related Communication handicapped Children (TEACCH), discrete trial teaching/training, pivotal response training, sensory integration, the Picture Exchange Communication System and social stories.

Chapter 8, the conclusion of the book, looks back at the focus of each of the previous chapters. It considers again curriculum and assessment, pedagogy, resources, therapy and organisation, emphasising the key points made in the preceding chapters.

As a final word in the book Farrell encourages review of provision and highlights close links between parents and professionals. He also mentions 'foundational disciplines' and refers the reader on to another of his books, *Foundations of Special Education*.

This book is well laid out with small sections and is easy to read as each section is relevant to an area of focus or study. The book makes some simple suggestions for strategies to use with all pupils or with specific groups; it also has more in-depth suggestions and mentions schemes and other resources that can be followed up for further information as required by the reader.

Title	If you see a crocodile... don't forget to scream!
Published	2009
Publisher	Orchard Toys
Price	£11.75
Reviewer	Helen Maiden, advisory teacher for hearing impairment, Physical and Sensory Support, Surrey

The contents of this game include: 30 double-sided colour spot cards (five each of six colours with crocodiles or water splashes on the reverse), six 'finish' spot cards, four characters, four character stands, one game board, one 3D boat house, one 3D boat and one colour spot dice.

The aim of the game is to be the first player to reach the boat house. The first player begins by placing their character on the white spot on the jetty and rolling the colour spot dice. They then choose a colour spot card from the middle of the board that matches the spot colour shown on the dice. If the reverse of the card chosen shows a water splash the player moves their character to the next colour spot of the same colour on the game board. If the underside of the card chosen shows a crocodile, the player screams and their boat character remains where it is. The colour spot card is then discarded and placed into the 3D boat. Play continues until a player reaches the 'finish' colour spot by rolling the correct colour (and avoiding the crocodiles). That player can then place their character into the boat house and is the winner.

As with all games from Orchard Toys, the card pieces are colourful and sturdy. They are easily assembled and can be good as an early jigsaw puzzle activity before the actual game even starts. There is an opportunity to name-check some animals and colour vocabulary as you are setting up the game and the children are helping you.



Suitable for two to four players and suggested for ages three upwards, this can be a really fun, action-packed (and noisy!) game. Instructions about how to play are clear.

It is a very helpful game to work on those all-important turn-taking skills. It's great for colour matching and recapping on the 'Row, row, row your boat' nursery rhyme. There are lots of opportunities for discussion about the different animals, lots of opportunities to emphasise 'splash' – a lovely word! And lots of screaming! Peripatetic teachers working with pre-schoolers will find this a great game to have in the boot of their car and for getting everyone involved in their visit.

If you are not sure of the variations of this classic nursery rhyme, here are a few suggestions:

Row, row, row your boat gently down the stream,
merrily, merrily, merrily life is but a dream.
Row, row, row your boat gently down the stream, if you
see a crocodile don't forget to scream.
Row, row, row your boat gently down the river, if you
see a polar bear don't forget to shiver.
Row, row, row your boat gently to the shore, if you see
a lion don't forget to roar.
Row, row, row your boat across the reservoir, if you see
a pirate stop and say ooo-arr.
Row, row, row your boat right across the puddle, if you
see your mummy there give her a lovely cuddle.

Title	Totable (portable) personal Soundfield system
Price	£295
Reviewer	Ezra Arhin (aged 10 years)

I have a moderate (ski-slope) bi-lateral sensorineural hearing loss and wear two hearing aids. I tried the older personal Soundfield systems but always felt quite self-conscious when using them. This new one from PC Werth is very '22nd Century' and I liked how it looked a lot.

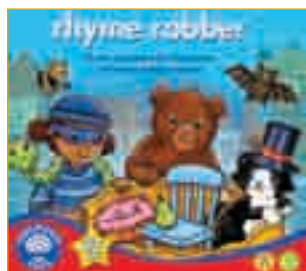
The sound quality was very good. There was some feedback when the teacher came too close, but generally it was OK. My teacher was keen to use the system, including the boom microphone. I know

that some teachers are not, and this can be a problem for some children.

The Tutable is very easy to use, with absolutely minimal instructions necessary. It is easy to charge, although I did feel that an improvement would be to have a battery indicator on the speakers (as on a mobile phone) so that I knew when it needed charging.

I connected it to the computer (once again very easy to do) and it gave better sound than using headphones. It was like having my own set of portable speakers. I think this new system is better than those other black boxes, both in terms of how it looks and how it sounds.

Title	Rhyme Robber
Publisher	Orchard Toys
Price	£9.50
Reviewer	Alison Wagner, ToD, London Borough of Tower Hamlets



The game, which is aimed at ages five to nine, consists of four player 'robber' boards, 48 rhyme cards, one rhyme guide board and instructions.

Orchard Toys produces some great games for young children and this ranks as one of my favourites! The aim of this game is to 'win' or steal as many rhyming words as possible. It is designed for four players (although it can be played with fewer). Each player has a 'robber' board and chooses a card from the cards placed in the middle to add to their pile of cards if they can make a rhyming pair. Each time they have a rhyme they need to say it out loud. The element of fun comes when players have a card that rhymes with someone else's top card in their pile and then they are allowed to 'steal' that player's whole pile of cards.

This is a great game for younger children who are just learning to recognise words and rhymes, but it can also be used for more confident readers who just want to have fun, as players always need to be on the lookout for potential cards to steal. It is also a useful resource for practising turn taking and listening carefully to others.

The cards are colourful and the text on them is clear. With the set I have used for this review, we have produced some copies of the 'help cards' so that children who struggle with the rhyming words can each have a help card. The help cards have all the words and pictures that appear on the cards grouped according to their rhyme endings – for example, pie, tie, cry, eye – to be used for reference.

We now have a growing collection of products from Orchard Toys in our service as they are such good resources. Problems arise with the toys when cards are lost, so they need to be carefully looked after and checked following each use.

I shall continue to use this resource with the children and I look forward to the next game from Orchard Toys!

Title	Let's Sign – Early Years, Second Edition BSL Building Blocks Child and Carer Guide
Authors	Cath Smith and Sandra Teasdale
Publisher	Co-Sign Communications and DeafBooks
Price	£9.99
ISBN	978 1 90591 322 0
Reviewer	Corinda M Carnelley, peripatetic ToD, London Borough of Croydon

Reviews are supposed to be thought provoking and unbiased. May I say that I have always been a great admirer of Cath Smith and her sign books, so this is not unbiased. The only thing I don't like about the sign books is that I didn't have the idea first!

This revised, colour second edition of *Let's Sign Early Years* is specifically written for children and their carers in whichever setting they are. The early years are the optimum time for the establishment of communication, laying the foundations of language development, and the introduction to this book provides a clear and reasoned discussion about manual communication and its history. This is followed by a list of handy hints about 'starting with BSL'; for example, 'Keep responses simple' and 'Eye contact is paramount in communication with the deaf child'.

The introduction is followed by an explanation of 'direction, orientation and movement' and another on

basic handshapes. There are pages on directional verbs, inflections and the importance of non-manual features. The main part of the book is a dictionary of over 300 signs that would be commonly used with small children and babies – everything from aeroplane to nappy. The book concludes with lists of further reading, useful contacts and the all-important index, which is easy to use.

This is a reference book and would not necessarily be of any help in the heat of the moment – unless you kept it beside you on a piece of string. However, it is an absolutely essential reference for use with families who have decided to use sign with their baby. Yes, I'm biased, but I think it's an essential part of the Teacher of the Deaf toolkit. If you don't believe me, just ask any other early years practitioner.



Title	Teddy Bear Game
Publisher	Orchard Toys
Price	£9.50
Reviewer	Corinda M Carnelley, peripatetic ToD, London Borough of Croydon

This is a colour-matching game suitable for playing with pre-schoolers or infants. It is based on the 'Teddy Bear's Picnic' rhyme – but you don't need to know the rhyme to play the game.

What you do have to be able to do is to roll the dice, pick a matching card, turn that card over and count the number of bears on it. Some of the cards don't have bears on – but parts of a picnic basket. When the picnic basket is completed the game is over, and the person with the most bears on their picnic blanket (board that looks like a picnic blanket) is the winner.



However, none of the children I played this game with could read the instructions so I came up with endless variations based on their learning needs: colour matching,

matching numbers of bears, adding up numbers of bears, even a discussion on what bears might take on a picnic.

The cards all come in a sturdy box, which is produced in Norfolk – what's not to like?

Title	Educating Children and Young People with Fetal Alcohol Spectrum Disorders
Authors	Carolyn Blackburn, Barry Carpenter, Jo Egerton
Publisher	Routledge
Price	£19.99
ISBN	978 0 41567 020 3
Reviewer	Corinda M Carnelley, peripatetic ToD, London Borough of Croydon

I found this book profoundly shocking. Not because the material enclosed is any more appalling than any other SEN textbook, but because of the abject levels of my own ignorance on the topic.

Yes, I knew that on a basic level a high amount of alcohol in the mother's bloodstream could not be beneficial to a growing foetus, but I had never really considered the information further. I was, however, somewhat mollified to read in the introduction that 'the range of learning difficulties associated with children who have fetal alcohol spectrum disorders... (is) an emerging but little understood area'. If you read nothing else this year, dip into the foreword (only two pages) where there is the clearest explanation I have ever read about how alcohol consumption in pregnant women affects a foetus at different stages of its development.

The book explains the impact that fetal alcohol spectrum disorders (FASDs) can have on a child's brain; it discusses overlapping and co-existing disorders, such as ADHD and autism spectrum disorder, and provides teaching resources and classroom strategies.

In a classroom, children with FASDs present with hyperactivity, short attention span, mood swings, poor



memory, lack of social skills, problems with auditory processing and visual sequencing, sensory integration difficulties and numeracy difficulties. Of course, not all children with FASDs present with all of the symptoms, but any one of these in combination with a hearing loss is a recipe for a challenging time for both teacher and child.

One of the chapters details the history and effects of alcohol use on the developing baby in the womb. Another discusses the impact of FASDs on learning and development. There is also a chapter on the complex pattern of learning presented by children with FASDs and suggestions of curriculum approaches.

The book has extensive references, case studies, and an exceptional glossary. My only criticism is that the number of acronyms used throughout the text makes it difficult to read fluently. Many of the teaching strategies to support cognitive and communication development will be familiar to readers of this Magazine; for example, break tasks into small, achievable steps, identify key words and concepts and pre-teach, and provide tactile examples of what you are teaching.

This book isn't about deafness. In fact, the word 'deafness' doesn't even appear in the index. However, I defy anyone to read it and not instantly think of a child they know or have taught and wish that they had read this book prior to knowing or teaching them. It is an absolutely fascinating read and I highly recommend it.

Abbreviations and acronyms used in this Magazine

A-level	Advanced level	MLD	Moderate Learning Difficulties
AAQAG	Access to Assessment and Qualifications Advisory Group	MOSAIC	Meningococcal Outcomes Study in Adolescents and in Children
AB	Advanced Bionics	MP	Member of Parliament
ACE	Assessment of Comprehension and Expression	MQ	Mandatory Qualification
ADHD	Attention Deficit Hyperactivity Disorder	MSI	Multi-Sensory Impaired/Impairment
AO	Awarding Organisation	NASS	National Association of Independent Schools and Non-maintained Special Schools
AQA	Examination board	NATED	National Association for Tertiary Education for Deaf people
BAEA	British Association of Educational Audiologists	NatSIP	National Sensory Impairment Partnership
BAPA	British Association of Paediatricians in Audiology	NCVO	National Council for Voluntary Organisations
BASS	Birmingham Advisory & Support Service	NDCS	National Deaf Children's Society
BATOD	British Association of Teachers of the Deaf	NEC	National Executive Council/National Exhibition Centre
BDA	British Deaf Association/British Dyslexia Association	NECTAC	National Early Childhood Technical Assistance Center
BEd	Bachelor of Education	OCR	Examination board
BESD	Behavioural, Emotional and Social Difficulties	Ofqual	Office of Qualifications and Examinations Regulation
BPVS	British Picture Vocabulary Scale	Ofsted	Office for Standards in Education – inspectorate
BSL	British Sign Language	OLM	Oral Language Modifiers
CACDP	Council for the Advancement of Communication with Deaf People (now known as Signature)	PATOSS	Professional Association for Teachers of Students with Specific Learning Difficulties
CEO	Chief Executive Officer	PhD	Doctor of Philosophy
CHES	Consortium of Higher Education Support Services with Deaf Students	PI	Performance Indicator
CLD	Complex Learning Difficulties	PTA	Parent Teacher Association
CPD	Continuing Professional Development	QTVI	Qualified Teacher of the Visually Impaired
CRIDE	Consortium for Research into Deaf Education	RNIB	Royal National Institute of Blind People
DCAL	Deafness, Cognition and Language (Research Centre)	Scope	Charity supporting disabled people
DDA	Disability Discrimination Act	SEN	Special Educational Needs
DfE	Department for Education	SENCO	Special Educational Needs Co-ordinator
DfES	Department for Education and Skills	SEND	Special Educational Needs and Disabilities
DVD	Digital Versatile Disk	Sense	National charity for people with deafblindness
EAGE	External Advisory Group on Equality (for Ofqual)	SIB	Social Impact Bond
EAL	English as an Additional Language	SID	Safer Internet Day
EBac	English Baccalaureate	SIG	Special Interest Group
EHRC	Equality and Human Rights Commission	SOAS	School of Oriental and African Studies
EMTAS	Ethnic Minority and Traveller Achievement Service	SOEIC	South of England Cochlear Implant Centre
EOA	Examination Officers' Association	SSAT	The Special Schools Network
ESOL	English Speakers of Other Languages	SSP	Sensory Support Practitioner
ESRC	Economic and Social Research Council	STA	Specialist Teacher Adviser/Standards and Testing Agency
EYFS	Early Years Foundation Stage	STASS	South Tyneside Assessment of Syntactic Structures
FACE	Furthering Access to College Education	TCT	The Communication Trust
FASD	Fetal Alcohol Spectrum Disorder	TEACCH	Treatment and Education of Autistic and related Communication handicapped Children
FEAPDA	Fédération Européenne d'Associations de Professeurs de Déficients Auditifs (European Federation of Associations of Teachers of the Deaf)	ToD	Teacher of the Deaf
FLSE	Federation of Leaders in Special Education	TROG	Test of Reception of Grammar
FM	Frequency Modulation (radio)	TV	Television
FMUK	UK FM working group	UCL	University College London
GaPS	Grammar, Punctuation and Spelling (test)	UK	United Kingdom
GCSE	General Certificate of Secondary Education	UKDSU	UK Deaf Students' Union
HI	Hearing-Impaired/Impairment	US	United States
HOSS	Heads of Sensory Services	USA	United States of America
HOSSER	Heads of Sensory Services Eastern Region	VIEW	Professional association of teachers of visually impaired children
I CAN	Speech and language charity	VI	Visually Impaired/Impairment
ICT	Information and Communications Technology	YAB	Young People's Advisory Board
iOS	iPhone Operating System		
IQ	Intelligence Quotient		
JCQ	Joint Council for Qualifications		
KS	Key Stage		
L1/2	First/second Language		
LA	Local Authority		
LENA	Language ENvironment Analysis		
MenB	Meningococcal group B (disease)		

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	Association Magazine Referred Journals (DEB) 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	Association Magazine Referred Journals (DEB) 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, S<, social worker, NHS worker, parent/carer etc)	Association Magazine Referred Journals (DEB) 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 LSA, CSW, TAs)	Association Magazine Access to some parts of members' area of website Discounted CPD fees

- Current full members about to retire 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 memberships. 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

	Cheque	Annual Direct Debit/BACS	Quarterly Direct Debit
Full members	£ 75.00	£ 70.00	£ 18.30
Full retired members	£ 37.50	£ 35.00	
Associate members	£ 75.00	£ 70.00	£ 18.30
Special members	£ 37.50	£ 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 annual membership fee when the Course Tutor countersigns the membership application form for those paying by Direct Debit (applies for up to 2 years).

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

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

Meetings and training

Calendar

This page is an extract from the Calendar to be found on the BATOD website. Please note that it is not exhaustive. Items noted on this Calendar may have been advertised within the Magazine or the information reported by telephone. BATOD is not necessarily the organising body.

Please contact the organising body (column 2) for details of conferences, *not* the Editor of this Magazine.

Date	Organisation	Meeting topic	Venue
January			
15	James Wolfe Primary School Centre for the Deaf	Open morning for professionals	James Wolfe PS, Randall Place, Greenwich, London SE10 9LA
17	UKCoD/Alliance on Hearing Loss and Deafness	The Health Reforms – their Impact on Services for People with Hearing Loss and Deafness	Hamilton House, London
25	BAPA	Annual Conference	SOAS, Brunei Gallery, Russell Square, London WC1 0XG
26	BATOD Steering Group	Association business	London
26	Manchester University & BATOD	Initial training session Teacher of the Deaf Mentor/Mentee Programme	University of Manchester
February			
5–7	Anne Davies	Steering A True Course: Leadership and Service Development in the Changing World of Audiology	Radisson Hotel, Durham
13	BATOD SIG & Deafness+	Study Day Deafness and Autistic Spectrum Conditions	London venue
March			
1–2	Hashir Aazh	First International Conference on Hyperacusis: Causes, Evaluation, Diagnosis and Treatment	Birkbeck College, University of London
4–8	Hashir Aazh	Tinnitus and Hyperacusis Therapy Masterclass	Birkbeck College, University of London
9	BATOD and BAEA	Achieving Potential with Technology	Birmingham
10	BATOD NEC	Association business	Birmingham
20	BATOD South	Twilight – Show and Tell – Assessments and Resources	The Speech, Language and Hearing Centre, Christopher Place, Chalton Street, London NW1 1JF
April			
11	SOECIC	Bilateral Cochlear Implants in Children: safe and effective	Turner Sims, Highfield Campus, University of Southampton SO17 1BJ
17–19	City University	Assessing BSL Development – Production Test (Narrative Skills) Training Course (plus one other day)	City University, Northampton Square, London EC1V 0HB
23	James Wolfe Primary School Centre for the Deaf	Open morning for professionals	James Wolfe PS, Randall Place, Greenwich, London SE10 9LA
May			
10–11	BATOD Steering Group	Association business	Birmingham
June			
8	BATOD NEC	Association business	London
26–27	Anne Davies	Hearing Aids: The Inside Track	James Cook Hospital, Middlesbrough
September			
6–7	BATOD Steering Group	Association business	Birmingham
27–28	FEAPDA Congress	Teaching and Supporting Deaf Teenagers	Slovenia

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

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

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...as should Association information and general queries.

Full guidelines for submissions and abstracts of papers published in the Journal '**Deafness & Education International**' are to be found at www.maney.co.uk/instructions_for_authors/dei

Enquiries related to the Journal to:
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Manuscripts should be submitted online at www.editorialmanager.com/dei

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

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Securing the future of deaf children and young people