

BATOD

British Association of Teachers of the Deaf

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Extra-curricular activities

Learning about cytomegalovirus

Support for further and higher education

A BSL glossary for science terms

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 Child Centred Education
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- be healthy and fit and enjoy leisure time
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Principal: Graham Sheppard



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Secondary



College

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Our Child Centred Communication approach at Hamilton Lodge supports the development of both English and British Sign Language. Students join us at a range of ages and we find our approach caters well for the different educational experiences they will have had before they join us.

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The Speech and Language Therapist (SALT) works with teaching staff and pupils in both primary and secondary and she is also available to work with our College students. The SALT monitors pupils and advises staff on communication approaches, in addition to working with pupils directly.

We have a contract for support from Brighton & Hove's Sensory Support Service. The Educational Audiologist hold three clinics a week at Hamilton Lodge assessing hearing, taking impressions and testing and programming hearing aids. The Educational Audiologist and SALT work together with school, college and care staff to ensure that the use of hearing and speech are encouraged when appropriate.

“ The pupils are friendly and caring here. They never bullied me ever. Hamilton Lodge made me confident and self-motivated ”
 Sophie

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From your editor

All teachers are aware of the contribution of participation in extra-curricular activities to the overall development of children and young people. It has always been crucial to remember that children's development is not

limited to the classroom. Where deaf children are concerned this is even more the case and the values of extra-curricular activity can be enormous and can contribute to positive development in so many areas – social, emotional, linguistic, cognitive and indeed academic. This edition of the Magazine explores many different types of extra-curricular activity and also includes consideration of the value of outdoor education, residential education and the 24-hour curriculum. I hope there is something of interest for everyone here.

It is always difficult to select articles and items about current issues when preparing a magazine which will not appear for another couple of months. However, some things should stand the test of time as being of interest and informative over a longer period. I hope the articles about funding, consultations and the draft provisions for the special educational needs clauses in the Children and Families Bill fall into that category.

We are always on the look out for suggestions of themes for forthcoming editions of the Magazine. If you have any ideas please let me have them at magazine@batod.org.uk.

Forthcoming topics for 2013

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

Paul A. Simpson

Magazine Editor

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Need to contact BATOD about other matters?

Talk to Executive Officer Paul Simpson

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

0845 6435181

Cover

Conor Slack, a young boy with bilateral cochlear implants, taking part in a taster climbing session at the Hotrock Climbing Wall in Tollymore Mountain Centre, Newcastle, Northern Ireland.

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Achieving potential

With the launch of its new website and the next Conference on the horizon, BATOD is going from strength to strength in 2013, as

Karen Taylor reports

I cannot express how privileged BATOD has been to work with Kath Mackrill over the last few years on the production of the BATOD Magazine. She has worked closely with the Magazine Editors and the Publications Manager to produce a consistently high quality Magazine for members and I know both Paul Simpson and Ann Underwood have always been impressed with both the quality of her work and her professionalism. I am sure all members will join me in thanking Kath for her immense contribution to the BATOD Magazine and wish her well in any future projects.

A warm welcome to Rosi Hearnshaw who will be working with BATOD on the production of the Magazine from March onwards.

I hope by now you have visited the new website. My huge thanks to the website 'team' who have put in a tremendous amount of work to develop this. This has been led by Ann Underwood, who has kept the momentum going to ensure that the new website could go live in January 2013 and be launched officially at the BATOD Conference in March. She has been very ably supported by Andrea Baker, Carol Thomson, Sue Denny and Maureen Jefferson. They have produced a more user-friendly website and one that will have a wider range of resources for members. We must also thank Matt Underwood for all his hard work to put their ideas into practice, especially the easier access to update membership details, which will benefit us all. If you have not seen the website yet, you are missing out – get logged on.

I have been watching with interest the development of the use of iPads and apps with deaf children and young people. I have been increasingly impressed with the range of apps available (we are developing a long list in Norfolk!) and how quickly deaf children, even in the early years, adapt to using them. Used appropriately we have found they have real benefits:

- Introducing new concepts, which the children are able to pick up surprisingly quickly.
- Encouraging and motivating participation in games.
- Assessing and reinforcing a child's understanding effectively.
- Increasing attention and concentration.

I know some areas are being very enterprising and developing their own apps. I hope this expertise will

be shared at the BATOD Conference and members will have time to discuss how things are coming along in their areas.

As I write this a debate is developing around the inspection of services for deaf children and young people. Many members contribute to the inspection of schools and deaf resource bases as well as local authority inspections. We are also very heavily involved in the Newborn Hearing Screening Programme 'inspections' that take place. As local authorities reduce the services they directly provide, the ones that remain will often be those that are statutory and 'inspected'. We could argue whether this is the right focus for authorities, but the reality is evident. Will statutory inspection of our services raise our game further and focus on the attainment and achievement of deaf children and young people? I would very much like to hear what members feel about this.

BATOD facilitates a number of special interest groups (SIGs). SIGs are set up to meet specific needs, for example pre-school issues and deaf ToDs, which are often better dealt with at a more local level or by linking small numbers across the UK. In the BATOD South region a pre-school SIG has been operating for several years. BATOD will enable the setting up of a SIG and facilitate its work, providing guidance and information and taking advice and action when pertinent. However, the demands on BATOD already stretch resources to the maximum and a SIG must be both self-organising and self-financing (and of neutral cost to BATOD). The work of the SIG must be consistent with the aims of BATOD and may be either national or local. The Deafness and Autism Special Interest Group had its first meeting on 13 February. My thanks to Joyce Sewell-Rutter for organising this event, which had an excellent programme.

BATOD members who are interested in joining these groups or setting up a SIG should contact Paul Simpson for further details.

Karen Taylor



Scaling the heights

In setting up climbing taster sessions as a way of engaging deaf children in her local area, Antonette Burns encountered a very positive response

A recent *Sunday Times* (4.11.12) article 'Give us grit not grades' states that schools should be educating the whole child, not instructing them for tests. Character is far more important than exam results in determining a child's later success.

This is especially true for deaf children who may not reach their potential academically because of their deafness. This can result in low self-esteem and does little to help prepare them for life after school. Extra-curricular activities should be encouraged for all our deaf pupils. With this in mind I was keen to introduce the deaf children in my area to something a little bit different...

Following a taster session through his youth club, my son became a climbing addict. He didn't enjoy traditional sports. He joined the Northern Ireland Youth Climbing Team (NIYCT) a few years ago and is now an Irish, British and European champion! I thought of the deaf children I knew and taught and wondered if they would enjoy such a session. Initial responses from a sample of deaf children were positive.

Approaches were made to Karl Boyle, Chief Officer of Mountaineering Ireland (MI), Paul Swail, Youth Development Officer of MI, and the National Deaf Children's Society (NDCS). Paul contacted the Belfast Activity Centre (BAC), which runs activities for children with disabilities, and a taster climbing session was arranged at the centre for Wednesday 18 May.

Contacting the parents/children

I contacted Teachers of the Deaf and asked them to pass on, with permission, details of any pupils interested in such a session. I also phoned the parents and described what we were planning and answered their questions. It was explained that a £5 charge per child would be made.

Once Paul had arranged the date and times he emailed me a letter and consent form for parents. I included a letter from myself and passed these out to the parents. I also did some deaf awareness training with the coaches.

Children

Seven deaf children – six boys and one girl – (plus two siblings) came with their parents. Ages ranged from 8–14 years. Three had cochlear implants. The rest were moderately/severely deaf in both ears and wore

two hearing aids. All used speech as their main form of communication. Six had statements of special educational needs as a result of their deafness. All used FM systems in school. Most attended their local mainstream schools; two attended a unit for hearing-impaired children. None had significant additional needs.

Taster session

We met at the BAC and the coaches took everyone into an acoustically friendly room and explained what the session would entail. Pictures of climbers were shown and the children were encouraged to ask questions. They were very quickly put at ease by the coaches. Helmets were put on and harnesses demonstrated.

The group went outside to warm up and climb while the parents got cold! They were roped up and climbed many routes of varying difficulty, all the while being cheered on by the others and applauded for their achievements. After an hour-and-a half climbing they went inside rosy cheeked, with sore hands, starving and excited – the children that is! Refreshments were available and welcome. The coaches spoke to the children and explained ways of moving forward if anyone wanted to pursue the sport. Most of them said they did and sounded very enthusiastic.

Comments

I was extremely impressed by how quickly the coaches put the children at ease. The children were so excited and pleased with themselves. They loved the small group and the fact that they could understand everything. They quickly got to know each other. Feedback from the parents and children over the following days was very positive. The children were so proud of their achievements and glowingly reported it to their teachers the next day!

Quotes from the children included:

- 'We made friends in less than 30 seconds because we had so much in common!' (Aimee aged 9)
- 'It was absolutely fantastic and I can't wait to go again. The coaches were really friendly.' (Diarmaid aged 9)

I was pleased that the children seemed to manage to hear the coaches so well. At an indoor wall it can be difficult, with a lot of people and poor lighting and acoustics. The helmets fitted well and I didn't notice a problem with the coils. It was better to have the helmets slightly looser for the children with cochlear implants.

Another possibility might be to use their FM systems, especially when top roping up high routes.

Plans for the future

- Organising further taster sessions.
- Training of climbing coaches by the NDCS.
- Helping children to find suitable venues to attend climbing lessons.
- Liaising with other areas where similar ventures are happening.
- The NDCS to inform all members about climbing for interested deaf children.

Since then

Over the half-term holiday last year MI and I ran another taster session, this time at the indoor climbing wall of Hotrock in Tollymore Mountain Centre, Newcastle, County Down. Most of the same children were able to come plus a few new ones and again excitement was great. The high walls provided further challenges to them and the sense of achievement was immense!

Over the year some coaches were able to take advantage of the deaf awareness training provided by the NDCS through its Me2 project. The NIYCT and MI signed the Me2 pledge and a deaf-friendly poster is displayed in the Ozone Climbing Arena, Belfast, with my name as the deaf awareness officer.

I was fortunate to be put in touch with a parent who runs climbing sessions for deaf children at the Edinburgh International Climbing Arena in Edinburgh where my son often trains. It was great meeting him and comparing notes. I also feel that our children are not yet confident enough to join mainstream lessons as communication is difficult and acoustics are poor in the indoor arenas.

The way forward

As a result of the feel-good factor from the Olympics and Paralympics, sport has grown in popularity as an extra-curricular activity. With this in mind and because of having Clubmark status, the NIYCT was able to apply recently for a grant from Belfast City Council. The secretary, club coach, Paul and I drew up a proposal suggesting a number of climbing sessions at the Ozone specifically for a small group or groups of deaf 8–14 year olds on Sunday mornings when the climbing wall is much quieter. The proposal has been accepted and we plan to run a set of climbing sessions in 2013.

The Ozone has the biggest wall in Northern Ireland, and Eddie Cooper, the NIYCT and Irish National Team Coach, has agreed to coach the children. This will be a brilliant opportunity for the children involved so watch this space!

Antonette Burns is a ToD with the South Eastern Education and Library Board.

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How we do it at Longwill

Babs Day reveals the opportunities provided for extra-curricular activities at her school for deaf children



I don't often admit to the downsides of special schools for deaf children but among the few is the fact that we can't easily do 'clubs' after school.

In our case, after-school pupils embark on journeys all over the West Midlands and any attempt we have made to run a club at that time soon fades. The challenge of sustaining parents coming to pick up their children at 5pm week after week is too hard to keep going. Many of our families do not have transport, grants for transport run out, children get tired and traffic builds up after school hours so that journeys home lengthen. Any desire to garden in the allotment or batik an African quilt quickly disappears when hunger pangs set in. Another case for a creative solution!

At Longwill we value 'the extras' so much that we have our clubs and groups either at lunchtime or we come up with ways to support children at other times. Learning and playing alongside siblings and hearing and deaf friends are important parts of life and we use our pupil premium support fund to cover some extra costs to great effect.

Mainly we run clubs at lunchtimes. I appointed two club leaders as an extra responsibility for teaching assistants (TAs) and that allows for a lunchtime Scout group and a cycling course. The Birmingham Children's University is the umbrella for Passport to Learning courses and we have designed several accredited courses where pupils over eight years old who participate regularly in a ten-week course get a stamp on their 'passport' for every half an hour of extra-curricular learning. When they earn enough

hours of learning they can go to Aston University to get an award wearing a cap and gown (although we've never managed to earn enough hours yet...but we still try and do our own awards in achievement assemblies!).

We also have had other teachers and TAs who follow their own interests and run 'courses'. Chess is a real favourite and we have the good fortune of having Chris Williamson, a national deaf chess player, on the staff. We have had a knitting course and a first aid course and mini-clubs for eco warriors, chicken care, filmmaking, art and craft, gardening and Wii games. We had some bikes donated by Cadbury and when the weather is good we run a 'learn to ride a bike club'.

Out of school we have continued to support some children in their activities. Liya and Lily love ballet and go to a ballet class every Saturday morning at the Hippodrome Theatre School, and in class TA Olivia provides support for them to be part of it. Liya performed a solo in the Christmas Show because she is so good! Another TA, Danielle, supports George at his church youth club every Thursday evening, and Helen supports Joshua at his children's church group on Sundays.

Helping to support deaf pupils at their siblings' local after-school clubs has been another, as yet unfulfilled, ambition of mine. If anyone out there has fought the vagaries of local authority transport policies, please let me know the secret!

Babs Day is the Headteacher of Longwill School.

A visit to the theatre

A belief that theatre is for everyone and that there should be no barriers to taking part, on or off stage, is behind the success of Solar Bear's Deaf Youth Theatre, as [Jennifer Bates](#) reveals

Deaf Youth Theatre (DYT) was launched in 2008 by charity Solar Bear and since then has grown bigger and better. It's the UK's only year-round youth theatre that is specifically for young deaf people aged 12–21. Based in Glasgow, DYT meets every Wednesday at The Arches, an arts venue in the city centre, for a two-hour workshop. Sessions include acting skills, dance and movement, music, sign, mime, storytelling and devising theatre. The participants work with invited guest tutors, including deaf professional theatre maker and performer, Ramesh Meyyappan, who was awarded Best Actor 2011 at the Life! Theatre Awards, as well as professional tutors from Scottish Dance Theatre. In addition to the weekly workshops, members of DYT take part in intensive theatre productions, most recently a collaboration with The Arches and electronic/bhangra style music duo Tigerstyle. This piece was devised and performed by DYT at Arches Live 2012 and centred on young people's ideas about what inspires them and what it means to be creative as a deaf person.

'And in Funk'n'Love, Solar Bear's Deaf Youth Theatre produced a gorgeous piece of youth theatre about the music we love and the dreams that inspire us, full of a fine mix of music, video, animation and live performance by a terrific young cast... the sheer joy of the performance is as infectious as it is life-affirming.'
Joyce McMillan, *The Scotsman*.

Each summer DYT devises and performs a full-scale production after an intense three-week rehearsal period. Last year's play, *Branches*, set in a forest, followed the story of several characters who found themselves searching for something. This was a beautiful tale about love, loss, truth and beauty told in DYT's unique way. The group headlined this show at Promote YT's National Festival of Youth Theatre (NFYT) in 2011 and received a standing ovation from an audience of over 400 people. The young people were quite overwhelmed by the response and felt a huge sense of achievement about the work they created. NFYT is a fun-packed weekend where youth theatres from all over the UK, Ireland and Norway perform, take part in workshops and meet like-minded young people. One youth participant once called it 'T In The Park for drama geeks!' The workshops range from magic workshops and verbatim theatre to learning a dance that they will perform at the disco that night!

To enable the young people from DYT to enjoy the same experience as their peers, Solar Bear and Promote YT work together to ensure that the whole event is accessible to all participants. This includes

establishing that all workshops and performances are signed in British Sign Language and that sign language interpreters and communication support workers are on hand all weekend.

These are just some of the opportunities that the young people have had available to them in recent years. The company has performed for the National Theatre of Scotland's five-minute theatre three times with different pieces of theatre. These can be viewed on the National Theatre of Scotland's website – www.nationaltheatrescotland.com/



DYT also performed at both the Olympic Torch Relay and the Paralympics launch. Some of the participants produced a short animation in partnership with a film production company and the Glasgow Film Theatre (GFT). The animation was conceived, written, produced and performed by DYT and hearing young people from the local community and premiered at GFT in April 2012.

As most members of DYT have been part of the youth theatre for some time and their skills have developed to such a high standard, the company realises that newcomers may struggle or feel intimidated at the beginning. As a response to this Solar Bear has launched an introduction to the DYT programme called 'Stepping Stones'. This runs for one hour before DYT for people who want to get involved but aren't quite ready and it is an informal opportunity to have fun, play drama games, make new friends and increase confidence.

As a direct result of DYT members wanting to continue their theatre training on a professional level, Solar Bear developed a partnership with The Royal Conservatoire of Scotland and in 2012 piloted a short course for deaf people who wish to pursue acting/theatre as a career.

This has led to the development of a full-time three-year BA Acting Degree accessible to deaf students that will commence at the Royal Conservatoire of Scotland in 2015.

If you have any questions or you know someone who would like to get involved please contact us via email at Gillian@solarbear.org.uk text 07900 852595 or call 0141 221 3240.

Jennifer Bates is the DYT co-ordinator/workshop leader.



Enabling through the creative arts



Engaging students with special needs in the creative arts is the aim of new charity Decibels. At the helm, [Ken Carter](#) has been instrumental in forging links with a unique degree course at the University of Reading



now evolved into an internationally unique degree and is the only theatre and education programme for deaf and hearing students in the UK and indeed across Europe.

On this special anniversary, students, alumni, current and former staff gathered for refreshments before touring the new TAEDS building at the London Road Campus (Institute of Education, University of Reading). This was followed by an emotional and outstanding cabaret of signed poems and songs, monologues and performances ranging from current students' work and showcases by alumni to a rendition of Dylan Thomas's *Fern Hill* by Ian Stewart, a former lecturer on the programme and original acting member of the British Theatre of the Deaf in the 1960s and 70s.

Through the inspiring and pioneering work of Deafax over the last quarter of a century, Decibels has emerged as a new complementary organisation which aims to promote the education and training of children and young people with a variety of special needs and disabilities, including deafness, for the purpose of enabling them to learn, appreciate and enjoy sound, music, the arts and drama through the use of technology. It seeks to advance this work by providing facilities, equipment, research and a spirit of innovation and incorporating technological developments with a view to including young people in the community and the musical and artistic worlds.

The present deaf and hearing students on the three-year programme study drama, theatre and the skills required in teaching and leadership roles, within a Total Communication environment. With emphasis on the physical and visual aspects of performance and the needs of deaf people, students develop theatre-making skills and create performance work for integrated audiences, also delivering drama workshops in mainstream hearing support units and schools for the deaf. Students have the additional opportunity to gain Signature-accredited professional qualifications in British Sign Language.

As Decibels is based on the same university campus as the Theatre Arts, Education and Deaf Studies (TAEDS) BA (Hons) course, a very positive and creative relationship is developing between them through the interaction of Cathy Wardale (Programme Director of TAEDS), Simon Floodgate (former Programme Director of TAEDS) and Sannah Gulamani (Research Co-ordinator of Decibels) and myself as founder of Deafax and Decibels.

The course incorporates a work placement, which students can arrange to match their own field of developing interest. TAEDS has numerous links with

Last summer the TAEDS course celebrated its silver anniversary. It was designed initially as a one-year certificate for deaf actors and Teachers of the Deaf to develop acting and drama workshop skills, based at Bulmershe College of Higher Education (later the Institute of Education, University of Reading). Through a lot of dedicated work, Daphne Payne and Simon Floodgate were instrumental in taking this course and making it a highly acclaimed one. It has





professional theatre companies and practitioners such as Graeae Theatre, Deafinitely Theatre and Pegasus Theatre, as well as with professionals in the education, communication and medical fields associated with the subject.

Decibels is planning to offer work placements and consultancies to present students. All the TAEDS students were recently involved with a Decibels workshop through its current project, Sign Along with Music, which is funded by the BBC Children in Need and orchestrated by Sannah Gulamani. As it was such a great success, other workshops are being arranged in 2013 by Cathy Wardale.

As a result of having to recruit professional trainers, Decibels was able to offer part-time consultancies to Lucy O'Keeffe and Laura Goulden, who are both former TAEDS students and who are now running the Handprint Theatre. This company creates theatre that is accessible to both deaf and hearing

integrated audiences, not segregated but allowing all to see performances that communicate across language, disability or culture. They use puppetry, physical theatre, British Sign Language and a combination of anything they can get their hands on, with the company striving to make a new style of theatre. It is my intention to gain support, in a variety of ways, and especially through fundraising and social media, for the pioneering and highly creative work being undertaken by the TAEDS course and the Handprint Theatre.

The Decibels trustees, directors, advisers and friends also want to integrate their growing number of projects, such as KidzAloud, Drama & Technology, Shakespeare 4 Kidz, Colour Music, Sign Along with Music, Circle of Sound, Seeing Music, Making Music, Visual Music, Art/Design and ICT, Music through Technology, Recognising Speech, Strictly Latin, with TAEDS, Handprint Theatre and other collaborative partners, including hearing support units, schools for the deaf and other schools for children with disabilities and special educational needs.

With the financial support of Awards for All (The Big Lottery), Decibels has worked with a number of schools over the past few years to deliver KidzAloud workshops with autistic pupils, focused on the Olympics 2012. The aim was to develop the pupils' own creative outlook and perspectives on the Games to enable positive national recognition and an attempt at inclusiveness. Short musical pieces using *Soundbeam*, drums and other musical equipment were created to enable both a visual and auditory concept of their perspective of the Games. Autistic children were given a voice in the build up to the Olympics and in the celebrations.

If you would like to know more about Decibels, the BA programme, TAEDS, the Handprint Theatre or Deafax, please do contact us and look at our websites. We would love to hear from you.

Ken Carter is the founder of Deafax and Decibels.

Further information

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- www.handprinttheatre.moonfruit.com
- www.deafax.org



It's Deaftastics!

Taking to the water to try a new sport is a thrilling experience for deaf youngsters, as [Karen Park](#) reports



'Exhilarating' and 'tiring' seem to be the adjectives used to describe the sport; everyone has a fabulous day.

Deaftastics Multi Sports Club was set up because we became aware that deaf youngsters are often not able to access mainstream sports as they experience communication problems, a lack of deaf awareness and feelings of isolation when they are the only deaf person in the group. At Deaftastics, deaf youngsters can enjoy a variety of sports in an environment that is fully inclusive for them. Youngsters who regularly attend our club gain confidence, self-esteem, increased communication skills and new friends, all of which enhance their day-to-day lives. For more information visit www.norfolkdcsc.co.uk/deaftastics-multi-sports-club/

Karen Park is the organiser of Deaftastics Multi Sports Club.

At Deaftastics Multi Sports Club we organise a wide variety of sports for deaf youngsters and their siblings. Waterskiing is one of the sports that always attracts lots of young people. Each year we contact the Bluebird Deaf Water Ski Club to arrange a date for a day of waterskiing, wakeboarding and inflatable ring rides.

As with all of our activities, we book a communication support assistant (CSA) to sign for the children; however, at the Bluebird Deaf Water Ski Club several of the instructors and volunteers are able to sign and communicate very well with our youngsters, whatever their preferred mode of communication may be. They get into the water with the children where necessary and there are several people, including the CSA, in the boat as the youngsters are waterskiing. This means that the experience is safe, fully inclusive and relaxing as there are no communication barriers.

The youngsters arrive at the club full of trepidation and excitement. They change into wetsuits and decide between themselves who is brave enough to go first! They are given full instructions before they get into the water and we then have an anxious few minutes when the first youngster is getting ready to start waterskiing.

Once they are out on the lake, however, it is amazing to watch. Their confidence rises very quickly and within a short time they are staying on their skis and completing several circuits of the lake.

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The beautiful game

Chris Gwynn discusses the benefits of football as an extra-curricular activity for deaf young people

Football has always taken place in schools throughout the country and indeed this has been the bedrock, along with clubs, for the introduction of talented players into the professional game, while others have pursued other professions linked to the sport.

Due to the nature of the sport, where communication is an integral part of the game, many deaf players feel isolated by their inability to 'link up' with teammates. Hearing aids do not 'restore hearing', they only act as an aid, and so communication without being able to lip-read as well as listen kills off any chance of a fluent move.

For deaf players, becoming a professional is an extremely rare occurrence. Indeed, there are very few, if any, players who have made it to the big time. However, many still manage to stay fully involved in football at different levels and play to a good standard for many years.

Influence of family and friends

So many children are introduced to the game through the family, where parents who follow the game take their children with them in the hope that they too will adopt their love for the sport. This naturally leads to children wanting to take part and many happy hours are spent playing with family and on the school playground, with children trying to outwit one another in their quest to score a goal.

For deaf children, football is a communication tool for developing social skills with their peers and, indeed, for me was the main factor that integrated me with my peers. As a young boy, like many others through the late 1950s and early 60s, I spent hours playing on the school playground, developing skills and nurturing friendships. In turn, this led to involvement in local clubs. Nowadays there are so many more opportunities for young children to benefit from being involved in football at all levels where they live.

Access to football as an extra-curricular activity and its benefits

So, how do deaf children get access to football after school? This depends very much on a number of factors – the type of school the pupil attends has a major influence on the individual, ie whether a child attends mainstream or residential school, the policies of the school, availability of staff to run activities, the geographical position of the school in relation to the home and so on.

In fact, all schools have a responsibility to offer opportunities for their pupils to take part in team/competitive sports and this must include deaf pupils. Many residential schools in the past were able to compete to a high standard, but even individuals can compete to a high level in a mainstream school or club where there are understanding staff and officials. At some schools, clubs are organised by outside agencies set apart from the traditional school sports programme, and football can almost always be guaranteed to be a part of this. Some of the participants will join in both mainstream and deaf competitions via deaf clubs.

Today, a deaf football player who represented Ireland at international deaf level and left school to pursue a career in sports science, currently holds a position as Football Development Officer for the Football Association of Ireland. He gives his account of the benefits of modern day extra-curricular football, 'After-school football coaching drop-in sessions are held indoors in the winter and outside in the summer. This helps to engage the children and prevents them from becoming bored and troublesome after school. This happens in both residential and mainstream settings. During the summer holidays deaf soccer camps are held and usually between 40 and 60 children attend.'

Preparing a deaf child for extra-curricular activities

A hearing-impaired PE teacher in a mainstream school offers the following guidelines when introducing pupils into a new sport/activity that could include football:

- Ensure that all members of staff communicate effectively within the school to allow access for the deaf students, through posters, notices, email, staff briefings and meetings.
- Allow support staff to go with the student to extra-curricular activities for a few sessions to ensure that they settle in well. Eventually they'll be confident to go independently and will know what to expect. The person leading the session will appreciate having a supporting adult to help give some personalised deaf awareness and communication tips.
- Ensure that the coach/teacher undertakes a deaf awareness session and/or BSL lessons so that he or she can meet the needs of the child.
- Allow the students' parents to go with them if they wish – support staff are not always around to provide the support.
- Encourage parents to be proactive in taking their

deaf children to different sporting events provided by the NDCS and UK Deaf Sport and other local deaf organisations, in particular if the child is learning a new sport or prefers to be with other deaf children/teenagers. The same applies to taking children to mainstream sporting events – parents need to be active in providing support as often it will not be there. As with support staff, they may only need to go for the first few sessions and then ease off.

If the child is naturally talented in a particular sport, parents and staff will find UK Deaf Sport a useful organisation in helping to guide them to appropriate sources to contact.

The benefit of commitment to extra-curricular activities

Should a deaf pupil find it difficult to join in at mainstream level or wish to be involved with deaf peers, there are opportunities to take part in football outside school. Indeed, the football pathway does have opportunities for young players to develop their skill at local levels with the NDCS where they can be introduced to players from other clubs and schools. This can lead to opportunities to join clubs at a higher level where players can then take part in national deaf competitions such as the English Deaf Cup and the British Deaf Cup, which are extremely popular and very competitive. Talented players are often encouraged to join clubs and with the help of parents, friends and club officials, some players go on to achieve success at a high level as one hearing-impaired teaching assistant describes, 'As a pupil at Ovingdean Hall, I was always playing football. Break times, lunchtimes, all the time! After-school, football was very popular and competitive and we had a six-a-side league. On a Wednesday, our school team used to play other schools, particularly Hamilton Lodge, since we were only about 20 minutes away from each other.'

'From Years 7 to 9 I played for a hearing club near home where training was thankfully on a Friday and matches were on a Sunday. Because of that, I became good enough to be picked from the whole of Wandsworth, playing other London boroughs.'

'During Year 11, a new member of staff joined the school, who was an ex-professional with West Ham United. He got me a trial with Wimbledon. I thought I did well, but I'm still waiting to hear back from them!'

'All of this contributed massively to me ending up at Doncaster College and playing for the Great Britain and England teams. No way would I have had that opportunity to achieve what I did without all the football I played as a youngster.'

Conclusion

Both the PE teacher and classroom assistant featured here went on to win gold medals representing Great Britain in the Deaflympics in Melbourne in 2005. Their involvement in what would be a typical 'school model' today offers plenty of opportunities for aspiring talented young players. Indeed, there are also opportunities for sport-loving children at school to be part of their communities through clubs and school activities.

Extra-curricular activities are a vital part of every child's life and so every effort should be made to allow easy accessibility and development for all those who wish to enjoy their chosen sport. Every school, club and organisation has a responsibility to ensure that deaf children are able to join in these events and reach their full potential.

Chris Gwynn is a retired secondary school PE Teacher of the Deaf, having been involved with deaf and mainstream sports at various levels and ages for 37 years. He has taken part in three Deaflympics for Great Britain as a footballer and has coached the men's football team in the Melbourne Deaflympics in 2005 and the European Championships in 2007. He is currently coaching the Great Britain deaf women's team as they prepare for the next Deaflympics in Bulgaria later this year.

As a very young lad, Chris represented Swansea schoolboys at under 11 and under 18 before taking up teaching and playing non-league football.

Chris would like to thank PE teacher Jamie Wilson and classroom assistants Oliver Monksfield and Daniel Hogan, who made a valuable contribution to this article.

No matter how you access it, the
BATOD
 website
 provides members with a wealth of
 information, advice and materials
 to support professionals working
 in deaf education
 explore
 the fantastic resource that is
www.batod.org.uk
 tablet? smartphone? PC? laptop?



Life & Deaf – livelier still!

Helena Ballard reviews the project's activities for 2012 and shares the plans for a very busy summer in 2013

You may have heard of Life & Deaf, a highly successful project which has been active for over six years and which is based in Greenwich. We seek to enable young deaf people to explore their identity through poetry and the arts.

Self-expression through poetry fits well with the idea of extra-curricular activity: many young poets from across the UK write independently in their own time, submitting their work to our website at www.lifeanddeaf.co.uk/. As the Life & Deaf community grows, there are ever more opportunities for young deaf people to communicate their thoughts, feelings and experiences through their own writing or performance and to share these through the website and social media such as Twitter or through their own Facebook pages.

We know of many examples of confidence and self-esteem among deaf youngsters growing and flourishing through Life & Deaf activities over past years. Our aim is to widen audiences and open such opportunities to young deaf people everywhere. Our UK and worldwide contacts are developing fast!

News

- Launch – Life & Deaf 2 launched at London's Purcell Room in the South Bank Centre in March 2012 with an audience of over 300. Young deaf poets performed a lively visual piece representing poetry sent in from all over the UK; famous poets John Agard, Grace Nichols and Richard Carter performed their own work in English and BSL; there was a composite audio poem interpreted into BSL; our short film *That's not all of me* was premiered. Actors John Partridge from *EastEnders* and Josette Simon – who has become a vibrant and enthusiastic champion of Life & Deaf – were there.
- Film award – our film won one of three top awards at the ZEBRA Film Poetry Festival in Berlin. Jane, Katie and our lovely interpreter, Andy, were there with two Life & Deaf poets, Nadeem and Kayleigh.
- Performance – some of the original cast of Life & Deaf poets performed live at the Cultural Olympiad in the Royal Festival Hall, introduced by poet Simon Armitage, and, more recently, in IndigO2 in Greenwich to an audience from Oxleas NHS Foundation Trust.
- Exhibitions – Life & Deaf exhibitions of poetry, photography and illustrations are being held every month in different locations such as the Old Royal

Naval College and Greenwich Picture House.

- International links – young deaf poets are using Life & Deaf materials in Sri Lanka and we look forward to displaying their work on the website; we have new contacts in Holland and Belgium as well as Germany; a school in France would like to work with Life & Deaf; and we are establishing links in New Zealand.

Plans

- Planning is in hand for Life & Deaf 3 'Include Me in the World'.
- Radio 4 'Saturday Live' will be interviewing some young deaf poets and broadcasting a programme – date to be confirmed.
- Julia Donaldson, Children's Laureate, is to meet with Life & Deaf poets to work with them and write a new eBook, with illustrations by deaf artist Becky Bailey who worked with us last year during our workshops.

Helena Ballard is a Teacher of the Deaf.

LIFE & DEAF 3 is coming your way!

In July 2013, we are setting off from Greenwich in our branded VW camper van called Heidi! We plan to visit over 15 venues in just over two weeks, including Laycock School in Islington, Heathlands School in St Albans, Birmingham Deaf Cultural Centre, Alun School in Mold, Liverpool Deaf Youth Group, DeafVision in Cumbria, Glasgow Solar Bear Youth Theatre, Edinburgh Deaf Action, Percy Hedley College in Newcastle, St John's Boston Spa and Elmfield School in Bristol plus other centres in Greenwich, where we hope groups near enough will join us. In each centre there will be activities such as assemblies and presentations.

We will also be visiting a Tesco Extra car park in each venue, opening up our van, with its displays and fun activities, and showing our award-winning film *That's not all of me* to the general public as they go about their shopping. There will be young deaf poets conducting quizzes and handing out Life & Deaf information flyers and prizes.

Perhaps you could bring a group to join in! More details will be available on our website nearer the time.



Simple chatting

Deaf teenager [Oliver Trimble](#) shares some of his tips for communicating with both deaf and hearing people

For a deaf person who lip-reads, spoken language is far more visual than audiological. This sometimes disconcerts hearing people, especially when explaining why voice-overs on videos are almost impossible to follow. That said, it is a good idea for a deaf person to seek out quiet places at school to talk to others. Though there won't be as many people there, it's far better than trying to talk to people in noisy, distracting environments.

Many teenagers are uncomfortable with prolonged eye contact, which lip-reading can be interpreted as. If you notice this, talk to the person – he or she will probably not even be aware that you *are* lip-reading. You should never be afraid to talk to people about your deafness. It is by far the best way to encourage people to be more understanding about your deafness and its limitations. For example, people may and often will be patronising if you have trouble understanding them. A simple tactic is to explain that you have trouble following their speech patterns, *not* the message they are trying to convey.

Personal experience

I am profoundly deaf. Since the age of four, I have been taught in mainstream schools, often being the first deaf person the staff and pupils had encountered. This meant that I had to learn to be proactive, to seek out help instead of waiting for it to come to me. It also meant that I grew up in a completely hearing environment and what little British Sign Language (BSL) I knew I lost as I became more reliant on the spoken word. I focused on lip-reading and improving my speech so that I could become a part of school life more easily. Though difficult and frustrating even after 14 years of school life, it is an extremely rewarding skill that has improved my life significantly, enabling me to live in an amazingly chaotic world of sound and speech.

Work experience at Braidwood School

A few years ago I went to Braidwood School, a centre for deaf students in Birmingham, for work experience. In preparation for this I attended lessons in BSL. This assisted me greatly at Braidwood as I found I was able to make myself understood and could also understand the students with a mixture of BSL and speech. Most students there were more familiar with BSL than English, signing incredibly quickly

and confidently. I had to ask them to slow down before I could even begin to grasp what they were trying to say!

Deaf communication with deaf people

For deaf people communicating via sign language, there is already a host of rules and protocols designed to ease a conversation. However, there is a growing group of deaf people who do not sign at all, for whom talking to other deaf people is doubly difficult. It can help to have a mixture of speech and BSL when talking to deaf people. I have found that many deaf people who sign assume that other deaf people are proficient in sign language as well.

One of the many striking aspects of BSL is its structure, entirely unlike spoken English as to how nouns are ordered in a typical sentence. Of course, this can cause confusion if two deaf people meet who have different methods of communication. Patience, a willingness to listen and consideration are three vital aspects in any conversation between two people who cannot hear.

Lip-reading requires the speaker to talk clearly and confidently, two things that many deaf people naturally struggle with more than the average hearing person. Ironically, deaf children who come from hearing backgrounds usually have poor deaf awareness. Therefore, a situation where two deaf people are talking to each other requires extra care on both sides.

It does help to discuss a few ground rules before the conversation starts. It might seem an awkward way to begin, but it reminds both sides that they may find talking to each other quite difficult.

Ground rules

- Make sure you are in a well-lit area.
- Ensure that you are facing each other – it helps with both lip-reading and BSL.
- Be aware that you will be asked to repeat yourself frequently.
- Finally, the most important thing you can do is to speak clearly. The rules above mean nothing if the other person cannot follow what you are saying.



Cinemas need to hear us

Ian Boyden stresses the need for cinemas to take a more proactive approach to the use of subtitles

Back in April 2009, as part of my degree in marketing and advertising at Hull University, I completed a research project into the attitudes and awareness of the public towards subtitled screenings at the cinema. This is a subject that ignites frustration among the deaf community and one that still hasn't been addressed properly despite years of subtitled/close-captioned television, DVDs and VHS. I have had a hearing loss since birth and find going to the cinema a nightmare sometimes. I have lost track of the number of times I have left the cinema without a clue as to what the plot was, when my friends are all discussing the ins and outs of the movie.

Around 40% of cinemas in the UK have the required technology to show captioned screenings, but there are only 2,000 subtitled screenings shown per month, with only the big budget productions having the technology available. This is a small figure when you consider there are about 3,500 cinema screens in the UK showing four or five films a day. What's more, if you want to watch one of these screenings you can only go at select times such as Sunday afternoons or Tuesday evenings.

There seems to be an assumption that hearing individuals cannot stand the thought of watching subtitles at the cinema, and cinema exhibitors seem to go along with this attitude. As part of my research I obtained the opinion of a representative at Odeon cinemas who stated that 'many people choose not to attend subtitled performances because they prefer to watch films without subtitles'. They also said that there is a '50–90% reduction in attendance' when a subtitled screening is shown.

As there has never been a study into the attitudes of cinema-goers, this statement seems to be based on no substantial evidence. My own research showed that the majority (54%) of the 224 members of the general public interviewed said they would be just as likely to see a film if they found out it was subtitled. However, a third of the respondents said they would be less likely to go and see a subtitled screening at the cinema. It is this section of the public the cinema exhibitors are taking notice of – rather than the one in seven deaf individuals.

A notable finding from the research was the low awareness levels of the general public towards subtitled films. Nearly half the respondents didn't realise the facilities were available and 73% said they had never seen a film with subtitles.

Interestingly, 23 people said they would like to watch films with captions but never realised they could do this. This clearly shows that cinemas need to promote and market the service more.

In the three years since I carried out my research, the situation does not seem to have changed. Cinemas are still wary of showing films with captions. Furthermore, there hasn't been any effort to invest in the new technology available, such as close caption glasses, which would allow deaf cinema goers to enjoy subtitles without the rest of the audience seeing them. In my last visit to the cinema to see the latest James Bond movie (on a Sunday afternoon) while buying my ticket I was told that the film would be subtitled and was asked 'Is this OK?' Then when I was being directed to the screen I was asked again if I was OK with this. I was shocked that the cinema staff were so nervous about making people go through the experience, and I took the opportunity to tell them that I love subtitles!

Due to the popularity of the film, the cinema was packed to the brim and the audience looked as if they fully enjoyed the experience. My research backed this up and showed that over half of hearing people who had actually seen a film with subtitles had no problems with it. And a quarter of these people even benefited from the subtitles.

It is sad that the problem of a lack of captioned films still remains and doesn't look like changing soon. Funding is available for cinemas to increase subtitled screenings, with the UK Film Council providing £1.5 million in the last decade. The majority of cinemas have the technology already, but are simply not using it more than twice a week.

In this day and age it is clear that something must change to allow the deaf community to have the same level of access to the joys of cinema. My personal experience of subtitles in the cinema is amazing and I am able to get all the jokes and laugh along with the audience (rather than hassle my girlfriend for the punchline!). I come out of the film with a smile on my face. I just wish I could have the same experience every time I visit my local cinema.

Ian Boyden works in advertising and lives in Sutton Coldfield. He was born with a severe high frequency hearing loss and while at university in Hull he carried out market research projects specialising in the deaf consumer industry.



Bygone days

Ted Moore takes a fond look at out-of-school activities for deaf children

70 years ago

The following quotes are from editions of the *Teacher of the Deaf (A Journal of Current Thought on the Education of the Deaf)* from 1942/3.

April

Edinburgh (Donaldson's at Cockburnspath): The senior boys are doing their utmost to make up for the time lost at the beginning of the year when gardening was impossible on account of the weather.

Gorleston (at Glyn Neath): We have had a good series of entertainments and go as guests to the Miners' Welfare Association to their cinema when suitable films are available.

Anerley Deaf School (at Royal Deaf School, Exeter): As a spare time occupation, our boys have since January been making string camouflage nets for the Forces. Over 100 such nets have already been made and the boys are investing most of the proceeds in National Savings, thereby making a double contribution to the National War effort.

Doncaster (School for the Deaf): The Girl Guides have continued with their activities and have associated with the St George's Guides in functions both at school and in town. On the occasion of the Parochial Meeting a number of children gave a dancing display which was much appreciated. The football team have finished their fixtures in the local Schools' Competition. In six matches they have won one, drawn two and lost three.

June

Margate (Royal School for Deaf and Dumb Children at Goring-on-Thames): The keeping of rabbits has for some months now been a hobby of the intermediate boys at The Grange. It is anticipated that this interesting occupation will become the means of adding to the general food production effort. Two members of the staff purchased a nanny goat recently. She is an object of great interest to the children and it is hoped that she will increase the school milk supply.

December

Leeds: The senior boys have been rendering great help to the local farmers in gathering the harvest. They are in great demand in their spare time and have learned to do thoroughly a number of useful jobs in that connection. Their wages bill represents a

considerable sum and each boy takes a pride in investing his share in War Savings.

February

Burnley: Jane Grainger sat for an examination in open competition with hearing children for a free place in the Burnley School of Art and was successful. As she is still only 15 years of age she cannot leave the school for the deaf, but is attending the art school in the evening until she can become a day student. This is a special arrangement. She is totally deaf and has attended this school since she was three years of age.

Doncaster: Under Mr Harland the Senior Art Class have undertaken a big job for they are going to decorate in delightful style a special Nursery Classroom in the preparatory school. The children have adopted a prisoner of war and are extremely interested in his welfare. Miss Prentice, who is running this scheme, has managed to turn the children's efforts to good use and we all hope that he is being fortunate enough to receive the things which are sent out to him.

London (at Banstead): The children who stayed at school for Christmas spent a very happy time, some form of entertainment having been arranged for each day of the holiday and this included a conjuror, a Punch and Judy Show and a country dance party.

August

Edinburgh (Donaldson's at Cockburnspath): Cricket matches were played throughout the season with enthusiasm, the boys meeting with their only defeat on their final game, which was against the local garrison. Another popular match was that against Farmer White's XI, a team from the local farm. A pleasant Saturday afternoon was spent when the boys accepted a challenge from the senior girls at cricket; and this was followed on another afternoon by a baseball match between teams of junior boys and girls which caused a great deal of excitement on the Dunglass lawn.

Ted Moore was President of BATOD 1993–95.

Editor's note: During the war, children stayed at school in holiday times if their homes were in danger areas (from invasion or bombings). Some schools had moved entirely, for example Margate to Goring-on-Thames.



The magic of theatre

Theatre can be a magical experience. Angie Wootten explores theatrical and dramatic opportunities for deaf children, alongside the variability of access, and makes her own suggestions for ways to get involved

A couple of years ago, on a very cold January afternoon, I went along to the Belgrade Theatre in Coventry for a signed performance of *Beauty and the Beast*. I was there with Howes Primary School Hearing-Impaired Unit. The staff were taking the children as a winter treat, anticipating the benefits to the youngsters of entering into this glittering world of the imagination. Much preparation had gone on with the children prior to the visit, including watching a video of *Beauty and the Beast* and discussion of the plot and characters, especially establishing who were the 'goodies' and who were the 'baddies'.

For some of the children, stepping into the velvet interior of the auditorium that day was their first experience of theatre and their excitement was evident.

The reason I had particularly wanted to see this production was the *integrated* style of interpreting. Interpreters were dressed in costume – one representing the goodies, one the baddies – and stood alongside the actors as part of the ensemble, rather than seeming to be remote dark figures at the edge of the stage. The interpreters I spoke to afterwards were in favour of this style of work, even though they were required for a considerable amount of rehearsal time. There is the perception that it is more meaningful and more easily accessible for the children.



Clearly something was working well. The children shouted, screamed and laughed. Thank goodness that that is just how a good pantomime performance should be!



And the pictures they drew the following day further demonstrated their understanding and enjoyment (see left).

Theatre for deaf children

Having looked into this area a little, it seems to me that ensuring access to theatre performance for deaf children is a patchy business. There is an onus on theatres, under the Equality Act (2010), to make 'reasonable adjustments to remove barriers' to

access, but what does that mean in practice? To some this means providing a loop system or offering tickets at reduced prices. Signed and captioned performances are sometimes available, but captioned performances seem not to be very popular with deaf people and the difficulty of low literacy levels for deaf children is obvious. Captions are also expensive (some £800 a performance, apparently). Incidentally, the latest trend of installing 'thrust stages' (that come out into the audience) into theatres creates difficulties rather than advantages for deaf patrons, as actors more commonly have their backs to the audience.

Some theatres demonstrate good practice beyond 'reasonable adjustments' and this is partly provided through access officers. I spoke to Janine Graeme, Access Officer at The Grand in Wolverhampton. She told me that her role with deaf people/children includes:

- chairing a forum for deaf patrons where preferences and ideas can be aired and shared
- keeping a database of possible patrons, those preferring signed performances and those preferring captioned ones so that publicity materials can be sent out
- meeting patrons and ensuring that they are directed to appropriate seats opposite the interpreter (if requested)
- regular testing of the infra-red devices for areas with a weak signal.

This access officer has a highly defined role with deaf patrons. Other access officers will *not* automatically know about your unit or your school for the deaf, even when it is in the same town. Nor will they necessarily know where a deaf child lives so that appropriate publicity may be sent to parents. All too often if you attend a signed performance of a show you will find that the area set aside opposite the interpreter is empty. Empty seats equal lost revenue for the theatre. In the present economic climate council funding of theatres has, in many cases, been cut, resulting sometimes in the loss of access officers.

My suggestion is that, as a Teacher of the Deaf, you make yourself known to your local theatres and ask to be put on their mailing lists. It may be that the access officer will be keen for your input and collaboration. If you are involved with signing

Drama/theatre group	Description
InteGreat Theatre www.wordssignsvibes.co.uk	For ten year olds upwards Deaf and hearing youngsters Birmingham
Deafinitely Theatre www.deafinitelytheatre.co.uk	14+ year olds London
Graeae Theatre www.graeae.org	Deaf and disabled Countrywide workshops for children London
Red Earth Theatre www.redearththeatre.com/old/home.html	Inclusive drama company Working with schools East Midlands
Taking Flight www.takingflighttheatre.co.uk	Deaf and disabled Workshops for young people South Wales
Tin Arts http://tinarts.co.uk/	Disabled including deaf Dance and performing arts North East England

children it may do no harm to mention the interactive style of interpreting described here.

A musical for deaf children

So far attention in this article has been on theatrical productions available for the general public. Readers may also be interested in productions designed primarily for deaf children. One particular example is *The Farmer's Cheese*, a musical written for three to seven year olds by Scottish composer Oliver Searle and children's storybook writer Geoff Plant. Commissioned by MED-EL, the cochlear implant manufacturer, the musical bears similarities to Tchaikovsky's *Peter and the Wolf* in ascribing particular musical instruments to certain characters. Lower-pitched instruments were chosen for being pleasant and more accessible to deaf children, encouraging an appreciation of music. Watch out for reviews of *The Farmer's Cheese* on the internet and see if it's 'coming to a town near you'!

Drama/theatre groups for deaf children and young people

In one local authority in the West Midlands, deaf children are brought together for one day a year to work on a collaborative drama project at the local unit. In the morning the story is explored – *The Gruffalo*, for example. Some children begin to take on roles, while others get involved in costume and make-up, still others in props and sets. By late afternoon a complete production is offered to the rest of the school in an example of co-ordinated teamwork. Just think of the range of skills being promoted there!

Such a project may not be possible for all, and yet you might be aware of a child or young person you work with who is keen to develop his or her thespian self and 'tread the boards' – perhaps particularly with other deaf young people.

Above is a table of performing arts groups set up for deaf and disabled young people. Perhaps one of them will suit the youngster with whom you work.

In addition, it's well worth looking at the Me2 campaign run by the National Deaf Children's Society – www.ndcs.org.uk/whats_on/me2/index.html The organisation has trained participating clubs and societies in 'deaf friendly' skills, some of which are devoted, in one way or another, to the performing arts. Under 'Find a Club', click on a region and see what is going on there. Encourage parents to do the same!

Angie Wootten is an outreach teacher with Warwickshire Local Authority. She also works with the Birmingham University team on the course leading to mandatory qualification as a Teacher of the Deaf. Together with Jacqui O'Hanlon she co-authored the handbook Using Drama to Teach Personal, Social and Emotional Skills (Lucky Duck Books, 2007).

Angie would like to thank Howes Primary School staff for their pictures of Beauty and the Beast. Thanks also to Nick Cubley of the Durham Support Service for his recommendation of the Tin Arts performing arts group.



An outdoor education

Steven Coyle talks about his work with the pupils from Windsor Park Primary School



In my role as an outdoor instructor I work with both primary and secondary schools within Falkirk Council delivering not only outdoor activities but learning out of doors in line with the Curriculum for Excellence. I began working with the group of deaf pupils from Windsor Park Primary School back in 2011.

The original programme offered was no different from that undertaken by hearing pupils; however, we did have to adapt it slightly as one of the pupils was in a wheelchair. The school had originally been allocated five days of outdoor activities and learning, which included an introductory walk, team-building exercises, bushcraft, canoeing and orienteering.

The major adaptation came from me rather than the pupils as I felt that I had to adapt more to them than they to me. In particular, when speaking I had to make sure that they were always able to see what I was

doing in addition to the teachers signing for me or some of the children lip-reading.

There should be no difference in instructing hearing or deaf pupils as in both cases you need to have their full attention when talking, especially with regards to safety – it is important that they understand fully the instructions given.

Having the teachers with us to sign does make the role of instructor much easier; it would be possible to take the group with no teachers, but this would be more challenging for both the instructor and the pupils.

Although some of the children have other support needs as well as deafness, this has never stopped any of them undertaking any of the activities and they have shown a lot of resilience.



In 2011–12 we began with some low-level activities such as an introductory walk at Muiravonside Country Park, picture orienteering, and bushcraft at Plean Country Park. After consultation with the school we changed canoeing to team building. For 2012–13 we have moved this up a level or two, ensuring that we stretch the pupils physically, mentally and emotionally to get the best out of them, while always mindful of the parameters within which we work. This school year we have taken the pupils cycling in Devilla Forest and climbing at the Edinburgh International Climbing Arena.

Risk plays a major part in all the activities we undertake and we are risk aware rather than risk averse, ensuring that we cover all aspects of what is involved with outdoor activities. We adapt where we need to, and cater for all pupils whatever their additional support needs.

I have found that all the pupils in the group work well in coping with the activities and their differing comfort zones when participating in the chosen activity. It has been and continues to be a pleasure and I look forward to our next encounter.

Steven Coyle is an outdoor instructor with Falkirk Community Trust.

On the YAB

Tom Gerrard and Brittany Redman share their experiences as members of the National Deaf Children Society's Youth Advisory Board

The National Deaf Children Society (NDCS) initiated the Youth Advisory Board (YAB) in 2011. Its aim is to give deaf teenagers the opportunity to talk about issues affecting them and make sure that the NDCS does what they want it to do! Members of the group are supported to work with other young deaf people and professionals in their local area to ensure that the NDCS has the best possible information to improve services. They spend four weekends together getting to know each other, gaining skills in working together, learning more about their role, receiving training, identifying priority areas and sharing the challenges that young deaf people face.

Young people (aged 13–18) have the opportunity to apply to become members biennially, in April, and professionals working with deaf teenagers are encouraged to pass on the information to students in their area. Tom Gerrard and Brittany Redman, two students from Solihull, have recently gained experience by being selected for the Youth Advisory Board. Here they share their thoughts.

Tom: I joined the YAB when it first started in March 2011. I sent off my application but didn't really think I'd be picked. I'm really glad I was because it was a great experience. For the first meeting we all got together in a hotel in London. Although everyone was a bit nervous at first, we soon got to know each other. We spent some of the time learning circus skills and that was really good fun, but a lot of the time we were learning about each other and our different situations – and the different barriers we faced. I was really shocked when one person said they had to drop history at GCSE because the school couldn't provide subtitled videos in time for the exam!

When I was on the YAB there were 14 of us from all over the country and I've stayed in touch with quite a few people. Some people wore hearing aids, some had cochlear implants, some used signing and some used their voice. My time with the YAB went really quickly but we did some good work trying to raise awareness of what young deaf people need. I feel really strongly about subtitles in cinemas – I hate the fact that I can only go to some showings. We did talk to quite a few hearing people and they mostly said that it wouldn't worry them if there were subtitles, so why won't cinemas listen? We did some amazing work throughout the year – including the cinema subtitle campaign. Some of us were involved in making video clips which are now on the NDCS

website giving deaf awareness tips and showing how to use a radio aid and other things. Different YAB members went to the Liberal Democrat Conference, the Scottish Festival of Politics, the Cyberspace Conference and loads of other stuff. I'd love to have stayed on the YAB for longer but it was time for new people to have the opportunity.



Brittany: I joined in July 2012, after Tom had finished his time with the YAB. 60 people applied so I feel really lucky and proud that I was chosen. There are now 17 young deaf people aged 13–18 from all over the UK, including Scotland, Wales and Northern Ireland. We discuss how to help

deaf young people and how to make people everywhere more deaf aware. I'll be with the YAB for two years and we meet for four weekends. Our first meeting was in Birmingham. I wasn't really that nervous because I like meeting new people. I think I've gained lots more friends and a lot more confidence. It's also good to know that there are many other people like me (wearing hearing aids) – not just a couple, like in school, but LOADS! So far we've only had one weekend together but I'm really looking forward to the next one.

You can find out more about the Youth Advisory Board on the NDCS website and other young people can contact YAB members to make their views known via the Buzz website – www.ndcsbuzz.org.uk/

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Enhancing lives with music

Paul Whittaker talks about the value of bringing music to deaf young people and outlines some of the activities taking place around the country

This year sees the 25th anniversary of Music and the Deaf, the charity based in Huddersfield that helps deaf people to enjoy music. During that time we've worked with thousands of people – deaf and hearing – providing workshops, training, resources, signed song, talks, signed theatre and concert performances. It's been a great journey so far but there is still much to be done.

One of the comments we received recently was that 'your work not only inspires us, but it changes people's lives'. It is very humbling to be told that, and the comment was linked to the Deaf Youth Ensembles that we started running six years ago in Yorkshire. We now have four such groups and plan to start more in 2013.

The ensembles grew out of after-school clubs that we ran, initially in West Yorkshire. The aim of these was to give deaf children a chance to make music in more depth and detail than school music classes allow, and also to bring deaf children together. As we all know, the vast majority of deaf children are integrated, often feel very isolated and don't realise that there are other children who are the same as them. We've recently found out that a huge number of such children don't have a deaf identity or even consider themselves to be deaf, which is a concern.

We ran four music clubs a week, which attracted about 60 children and, as time went on, several of them expressed a wish to learn an instrument. As a result, we went to local music services and asked them exactly what they provided for deaf children. Unsurprisingly, the answer from most of them was 'nothing at all'. Luckily, our funding at the time enabled us to work with them to provide some training and to set up 'fun days' at which children could meet musicians, have a go at trying various instruments and express an interest in learning one. The 'catch' was that music services then had to provide one-to-one tuition for up to eight deaf children in their area for at least one year.

We had 38 children who wanted to learn a whole range of instruments, so we got the tuition scheme set up. It was at this point that we thought it would be great if we could bring all these players together and form the Deaf Youth Orchestra (DYO), so that's what we did. Ten months later they gave their first performance at a concert at Leeds College of Music, alongside other children who attended our music clubs.

Funds for the after-school clubs soon ended but we secured new funds for the DYO and now have orchestras running in Manchester, Peterborough and Camden. Each is run on an 'arms' length' principle, with Music and the Deaf having overall control of the budget and artistic content, while either freelance musicians or music services (or a mixture of both) lead the actual sessions.

Our long-term aim is to see such groups all over the UK, so that no one is more than 90 minutes or two hours away from the opportunity to meet with other deaf young musicians, create, compose and perform their own music, learn other music skills (signed song, for example) and also play existing repertoire and perform that.

Of course, one vital part of this project is finding musicians and training them to work with deaf people. We're fortunate in that several music education hubs, which were started in England in 2012, have expressed interest and we're already in partnership with some to begin developing opportunities in their areas. It is worth contacting your own local hub to see what it does, and encouraging it to contact us and get things moving. We also work occasionally with the National Deaf Children's Society on residential arts weekends and we are keen to extend this.

There does seem to be a growth of arts work with deaf people at present and it's vital we not only tap into this but are at the forefront of it. One area of concern, however, is signed song. It's a real boom area at the moment but I get so frustrated and annoyed at the quality of a lot of the songs and signs that get used.

Choosing good songs that translate well and are appropriate for the age group involved is so important. Providing such high quality resources is something that we've wanted to do for some time, yet issues of copyright (and the expense of that) have prevented us from doing so. Children deserve the best quality we can give them, they should understand and enjoy what they're signing and singing, and this has to respect both British Sign Language and those whose language it is.

One of our local music education hubs has already set up a signing choir, run by Music and the Deaf, at a local secondary academy that has a high number of deaf pupils. In addition, we are looking at starting

a community signing choir in 2013, and also (again with local hub support) running holiday signing choir clubs. There's no reason why such initiatives cannot be replicated elsewhere, so long as training and high quality resources are available.

Being involved in the arts is a life-affirming and life-changing experience. It promotes self-confidence and self-expression, it brings people together to inform, entertain and sometimes challenge them. As I wrote earlier on, it can change lives, and all of us here at Music and the Deaf consider ourselves very fortunate that we've been doing this for 25 years. Long may we continue!

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

Music and the Deaf has several events planned for 2013, including a 25th anniversary concert in Birmingham on Sunday 14 July at 3pm. For more information contact Paul or Danny on paul@matd.org.uk or danny@matd.org.uk or visit www.matd.org.uk/

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Welcome – any age or ability

Sampling the facilities on offer at Bendrigg Trust, Eleanor Hutchinson discovered a myriad of activities and an uplifting, inclusive ethos

In January 2011, staff from Windsor Park School in Falkirk were invited to attend a professionals' weekend at Bendrigg Trust, along with staff from other special schools in Scotland and Wales. Bendrigg is a residential activity centre that caters for children and adults with disabilities, aiming to give everyone access to adventure activities that other centres might not be equipped to provide. Many of the deaf children with whom we work are able to take part fully in outdoor activities but we were interested to see how those who had other support needs, be these physical or learning disabilities, could be given the opportunity to take part in adventure activities.

During the weekend we had plenty of time to investigate the facilities, both alone and with a member of staff, and we were able to take part in some activities. We also had the chance to see a group of young adults who regularly use the facilities at Bendrigg and find out about their experiences.

In the residential building there are two rooms with tracking hoists to allow wheelchair users full access to

the facilities. The tracks extend into the ensuite bathrooms, which are equipped with accessible showers and toilets. There are beds with adjustable heights, and rooms have at least one other bed to allow for a parent or carer to sleep in the same room. As well as the adventure activities, Bendrigg offers indoor games and a sensory room for evening activities.

The facilities that I found the most impressive were those for climbing and abseiling. Within the indoor climbing hall there are a number of climbing walls, including one with special hoists that allow a wheelchair to be pulled up a slope or to be lowered down.

The abseiling in particular is exciting for those taking part, because it requires the person in the chair to have complete trust in those who are lowering them backwards over the edge of the platform and down a slope. There is also a system of ropes that allows for freefall abseiling, with slings and a hoist system so that a wheelchair user can be lowered down straight back into his or her chair.

The staff at Bendrigg are keen to provide outdoor activities whenever possible, so there is an outdoor climbing wall and a local quarry where participants can abseil. From the ground it looks very daunting, but staff insist that it is perfectly possible to take a wheelchair down provided it is secured with the correct ropes and slings! I can imagine that taking part in such an activity would be just as thrilling for a wheelchair user as it is for an able-bodied person and it really highlights Bendrigg's inclusive ethos.

In the archery area there are several devices rigged up to allow people with a wide range of disabilities to take part. There are stands for the bows for those who cannot hold them easily, and one is even set up so that the arrow is released by blowing on a special catch. Bendrigg also has a wide variety of bikes to allow for different levels of ability, including one that has a seat on the front so that someone else can power the bike.

One incredibly useful piece of equipment they have is a portable hoist, which can be packed up and taken in the minibus, allowing the staff to use a variety of outdoor venues for activities. There is also a lakeside hoist for canoeing. The canoes are set up in tandem, making them virtually impossible to capsize, with a netting area strung between where people can sit if they find it difficult to sit in the canoes. For those who wish to use the canoes, Bendrigg has different sizes and shapes of seats in order to give full upper body support. There are even different kinds of paddles, depending on how well visitors are able to use their hands.

The group of young people we observed were taking part in climbing and abseiling. Bendrigg has a high staff-to-visitor ratio, ensuring that each person doing the activities gets to make the best use of the time he or she spends there. Due to the number of different climbing facilities, each young person was able to choose his or her own level of challenge and was supported individually by a member of staff.

The overall ethos of Bendrigg is one of inclusion – if someone requires extra support to allow him or her to take part in an activity, the staff will do their best to get hold of the necessary resources, even if it means making it themselves. A lot of the equipment has been designed to specifications drawn up by Bendrigg staff, and some are handmade by staff. For deaf children who have additional support needs, the facilities at Bendrigg can provide opportunities that they may not be able to access elsewhere.

Eleanor Hutchinson is a Teacher of the Deaf at Windsor Park School in Falkirk and is a member of the BATOD NEC. For more information on the Bendrigg Trust visit www.bendrigg.org.uk/

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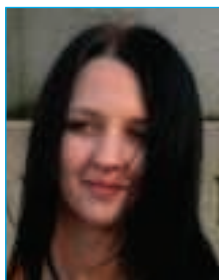
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Residential education: a first resort

With the 24-hour curriculum encouraging hobbies, interests and leisure activities as well as structured learning at Donaldson's, [Charlotte Wilson](#) makes the case for residential schooling as a means to enhance self-esteem and develop confidence

Donaldson's is Scotland's national school for children who are deaf or have communication difficulties and is run by a charitable trust. Its residential facility makes it possible for children to attend from all over Scotland and the north of England.

Residential care has often been depicted as a 'last resort'; however, there are many benefits to residential life. This is of particular relevance to the Scottish Government's Curriculum for Excellence, which aims to achieve a transformation in education by providing a coherent, more flexible and enriched curriculum from 3–18, and which embraces the need for education and care services to work together.

Activities

Within Donaldson's grounds children have access to a wide range of indoor and outdoor state-of-the-art physical play and sporting facilities; for example, they may choose to use the fitness gym, indoor sports hall, outdoor floodlit all-weather football pitch, swimming pool, play park, trim track, cycle track, or they can merely go for a walk in the beautiful surroundings. We also have visits from specialists, such as a boot camp instructor, a basketball coach, independent advocates and, most recently, a fire safety expert.

In the college there are more activities on offer, such as arts and crafts, board games, computers, games consoles. Away from the college Donaldson's care staff promote supported integration into the local community, where possible developing young people's skills to the point where they can go out into the community either independently or with friends. This 'phased' approach can also support transition into 'mainstream' activities that were previously more inaccessible to the young person.

Activities in the community may include bowling, cafés, cinema, climbing and bouldering, ice-skating, play parks, shopping, soft play and swimming. Staff plan the activities on offer on a weekly basis to ensure that a diverse range is provided and that all young people's preferences are catered for. Activities are used in a therapeutic way and can develop mastery and resilience, happiness, self-esteem, self-discipline, competence, pre-social values and behaviour, and can strengthen relationships.

The 24-hour curriculum

To ensure that children become successful learners, confident individuals, effective contributors and responsible citizens – the four target capacities of Curriculum for Excellence – it is essential for teaching and care staff to work closely together. We adopt a whole-school approach towards education, and key workers liaise frequently with Teachers of the Deaf and other professionals to discuss the progress of individual education plan and care plan aims. Close working relationships such as this promote multi-disciplinary working in line with the principles of the Scottish Government's Getting It Right For Every Child approach.

The 24-hour curriculum aims to create meaningful and relevant learning opportunities throughout the waking day, in both educational and social settings, by using hobbies, interests and leisure activities in addition to the more structured learning opportunities in school. The residential 'curriculum' bridges the gap from the formal learning environment of the classroom to more natural environments within the community, but still offers the potential for accreditation of skills.

Young people's independence is promoted by involving them in self-care tasks appropriate to their age and stage of development, such as personal care, laundry, meal planning, cooking for themselves and others, money management, communicating in a hearing world, exploring the community, independent travel and planning leisure pursuits. The weekly shopping trip provides the perfect opportunity to practise environmental literacy and numeracy skills by reading notices or packaging and using money.

Live English

Donaldson's aims to provide an environment of inclusive communication where British Sign Language (BSL), signed supported English (SSE), written and spoken English, pictorial and symbol systems and augmentative and alternative communication (AAC) devices are routinely used and accepted. However, we recognise that all of our pupils will need to move from our 'safe' and familiar communication environment into the real world where their communication needs may not be recognised or understood. We believe that all children have the right to communicate successfully with others, and to understand what others are

communicating to them, in whatever way they find most effective. To develop these skills we follow the principles of a Live English approach.

Using real-life, everyday situations, Live English aims to develop face-to-face interaction with people who don't sign or are unfamiliar with the children's communication needs. It develops the use of communication skills such as facial expression, body language, gesture, lip-reading, speech, writing or AAC devices.

A range of communication situations can be targeted through a Live English approach. For example, the students may focus on developing interview skills, communication when shopping, asking for directions, or conversation skills with non-signers. The experiences of deaf staff can be a crucial part of this, and provide young people with positive deaf role models. Within Live English modules the components of communication skills are broken down and taught explicitly. Children may use role play to develop their confidence in communication within a safe environment and video to evaluate their communication skills in the live situation.

Young people are encouraged to take responsibility for their own communication and learning, for example to

decide when it is appropriate to use an interpreter or an AAC device. We recognise that different modes of communication will be used, depending on both the young person and the situation. For example, children may choose to gesture or point to their order in a café, write on paper or in text on their phone when asking for a cinema ticket, or use their voice to say 'thank you'.

Mental health and well-being

While the 24-hour curriculum can help to teach new skills or develop and reinforce skills already taught in school, it also enhances self-esteem and develops confidence. It is widely recognised that deaf children are more likely to present with mental health difficulties than hearing children. We recognise that access to a peer community is important to deaf children, especially in relation to their personal and social development. Even when deaf children achieve academically in mainstream schools they often lack the personal and social aspect of peer relationships and may be more prone to suffer mental health difficulties as a result. For this reason alone, residential schooling may be the best option for some deaf children.

Charlotte Wilson works as a senior residential care worker at Donaldson's School in Linlithgow, Scotland. For more information on Donaldson's School visit www.donaldsons.org.uk/

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Jordan's Jamaica

When deaf teenager [Jordan](#) visited a children's home in a poor area of Jamaica, it had a profound effect on him, as he reveals



Jordan is a Year 14 pupil at Strangford College, County Down. He will be sitting A-levels in ICT, technology and design and art in May/June 2013. He has had one cochlear implant since he was two years old and has been in mainstream education throughout his school life, supported by his Teacher of the Deaf, a member of the cochlear implant team, Belfast City Hospital and a teaching assistant in school. Jordan is also deputy head boy in school and has been a member of both his school and Boys' Brigade football teams. He is now a young leader in the Boys' Brigade. In 2012, sponsored by his church, Jordan travelled to Jamaica to help in an orphanage. It was a life-changing experience for him. He reflected on how little the children had compared with children here and felt a special bond with Ricardo, a deaf child who had no access to hearing aids or any method of communication.

Jordan also gave a presentation on his trip to his peers and organised and involved them in fundraising, which has demonstrated his maturity and increasing

confidence. He is now applying to universities in Northern Ireland where his hard work and diligence should ensure future success.

Many people who go to Jamaica only see the luxurious tourist resorts. However, Jamaica has one of the highest murder rates in the world. Violent crime, drug trafficking and poverty are widespread.

In June 2012, I travelled to Pringle Children's Home in Jamaica along with five other members of First Comber Presbyterian Church. Pringle Home is situated in the small poverty-stricken village of Carron Hall in an area called St Mary's. It is a very green mountainous area, and at least two hours' drive through very narrow, windy roads until you reach the sea. Pringle is home to around 30 children, aged 4–18 and is run by a dedicated team of housemothers. The housemothers are there to provide and care for the children. However, this is a challenging job as many of the children are very troubled and have had extremely difficult lives.



Some are orphaned and some are simply given away by their family.

Each of us paid for our own flights and expenses for the trip. However, fundraising was essential to provide much-needed supplies and equipment and also to give financial support to the home. We had a very successful fundraising campaign with many events held, including an abseil down the Europa Hotel, a bun sale in my school and a car boot sale in First Comber Presbyterian. This meant that enough money was raised to aid the buying of materials and resources that were used during the team's stay and left for the children and local schools to enjoy long after we had left Jamaica.

The team and I ran a programme of organised crafts, activities and games during our visit, all of which were planned in great detail before the trip. The children enjoyed all of our activities, especially playing with the kites, football and chalk, and were enthusiastic about taking part in everything. They loved the simplest of games, such as 'Duck, Duck, Goose' or 'Wakey, Wakey', which they could have played for hours. The children were, however, extremely competitive, especially when it came to the sports day which we ran near the end of our stay. When picking teams for the sports day, both girls and boys knew who they wanted in their team and who they didn't want. After a few arguments we gave a pep talk about how it didn't matter if the team you were placed in won or lost, it was the taking part that counted. The children didn't seem too amused but reluctantly they took part. Within a few minutes they had forgotten who was in their team as they were having so much fun! They were all pleased to be presented with little gifts and a medal at our closing ceremony on the evening before

we left. Each night we held devotions, focusing on a story in the bible and this was followed by an activity relating to the story. The children were split up into two age groups and I was placed with the younger children so we had a lot of fun being silly and getting messy and creative!

The team also visited the local nursery and primary school and some members told stories to the classes and led the morning assembly. The school has very basic equipment and resources; however, there is a dedicated team of teachers who do an excellent job by working with what they have and making do. The school's motto is 'Every child must learn' and this is taken seriously within the school, by ensuring that all children leave with a good primary education no matter what struggles and hardships the school must face to get them there.





One of the children in the home is deaf, and so we formed a bond as we could relate to one another. His name is Ricardo and he is 16 years old. Unfortunately, because Jamaica is such a poor country, Ricardo does not get the same support as I do and doesn't even have a hearing aid, as one of the other children in the home broke it some time ago. Ricardo has not been supplied with another one, which means that he has had to learn to live with very little hearing and as he does not know sign language he has very little ability to communicate with people around him. Often Ricardo would not have the confidence to join in with the games the other children were playing and he felt very lonely most of the time. My aim was to spend as much time as possible with Ricardo and the other troubled children, by simply being a friend and providing a listening ear for any of them who wished to talk about their life experiences.



At the end of our stay it was so hard to say goodbye to the staff and the children and there were many tears – from them and us. These few words do very little to explain the situation in Pringle, the children we were working with or the effect the whole experience had on us. We have so many memories and highlights of our visit and we all enjoyed every minute of our time there. We continue to keep in contact with the children by sending cards and letters, and our church also supports Pringle by providing much-needed financial assistance throughout the year. We all hope to return to Jamaica in the future and are constantly thinking of ways to help the children's home.



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Joining forces

Combining groups of visually impaired and hearing-impaired pupils on day trips has been an overriding success in Norfolk, as [Fiona Wegg](#) reveals

Despite being a ToD I've been helping to run activities for the visually impaired (VI) over the past 12 years for Sensory Support in Norfolk. Traditionally, activities during the school holidays were only organised for VI pupils, as hearing-impaired (HI) pupils had the option of taking part in activities run by the National Deaf Children's Society. Obviously, not all pupils, especially those with moderate losses in mainstream schools, joined in with these activities and when we were given the opportunity, via Short Breaks funding, to organise holiday activities for those harder-to-reach, more isolated pupils, we thought it would be an ideal opportunity to get all HI children across the county involved.

Two or three events were organised but although we managed to get the more isolated pupils involved, they didn't gel well as a group as they were all very quiet individuals and getting them to communicate with one another took a vast amount of engineering.

The VI pupils on their activities, however, were all extremely talkative and quite demanding of the adult helpers, expecting them to fulfil their every need rather than working together as a group. Both groups were accustomed to having 'friendships' engineered and were used to other pupils within their educational settings making an effort to be friends with them, so they didn't necessarily see making friends as a two-way process. To a certain extent they all expected to communicate their needs through adults and weren't all used to making an effort to explain their hearing or visual loss to their peers. It was therefore decided to try and organise some joint holiday activities for both VI and HI pupils to see if they could learn to work together and become more independent of the adults involved.

Learning about each other

Before the first joint event both groups were taught basic VI and HI awareness. The VI pupils had to learn that they needed to face the HI pupils when talking to them and the HI pupils needed to learn that if they were assisting someone with no vision it was really important that all their instructions were clear and complete. Both groups were surprisingly quite concerned about how they were going to manage to get on with each other.

One of the first big events that we organised was a trip to Chessington World of Adventure. The trip was arranged by both VI and HI staff from Sensory Support and involved pupils from across Norfolk aged between ten and 18 years. There were two long coach journeys and the groups consisted of mixed VI and HI pupils right from the start so that they began to communicate as soon as the coach set off.

Once at Chessington they had to discuss between themselves what they wanted to do and where they wanted to go and they had to help each other navigate the park. This took a little while for them to adapt to but they gradually became aware of each other's needs and learned to accommodate them. One of the trickiest jobs involved a profoundly deaf pupil explaining to a pupil with no sight how to get onto a moving log flume. This was managed well but the deaf pupil soon learned that his instructions had to be more precise when the VI pupil sat backwards on the seat facing the wrong direction!

Since this trip several more events have taken place, including a day trip by train to London and a dance and drama day. The trips have become increasingly more successful. Each group is no longer so wary of the other and has developed empathy for the other's needs. Pupils also demand less of the adults involved as they are learning to support one another, to understand that everyone has needs, and that they as individuals aren't necessarily more 'special' than anyone else. Obviously, the trips themselves are still sensory segregated activities with a dependency on adults, and while total access to mainstream activities (without specialist support) would be the ideal, we're beginning to feel that we're moving one step closer....

Fiona Wegg is a Teacher of the Deaf and psychotherapeutic counsellor at the Virtual School, Sensory Support, Norfolk.

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Achieving change 2013–17

Reflecting on changes to the speech, language and communication needs sector over the last five years, [Anne Fox](#) outlines some of the goals for The Communication Trust going forward

The Communication Trust has completed its first five years of supporting the speech, language and communication needs (SLCN) sector to champion the right support for all children to communicate to the best of their ability. As BATOD members know, a typical five year old has achieved many things but has plenty more to get to grips with and achieve in the future. At the Trust we've been looking back at what we've done so far, together with the Communication Consortium, and in looking at what is still needed we've come up with a plan – our strategy for 2013–17.

We've done a lot over the past five years, not least of all co-ordinating the National Year of Communication in 2011 – the Hello campaign. We've now completed the full evaluation of that campaign and it's helping us look to the future. Hello's vision was for all children to be properly supported as they learn to communicate.

Through Hello we made people significantly more aware of how important communication is. Hello increased awareness of the importance of helping all children to develop their speech, language and communication to the best of their ability and gave practical tips and resources to help families and the children's workforce to play their part. Hello took an issue not well understood and gave it a voice and visibility through every channel – from popular radio, TV and print media to the journals and magazines read by a range of professionals. We also recruited over 200 local co-ordinators up and down the country. If you were one, thank you!

During Hello we also developed practical ways to support children and young people with SLCN and their families. Hello supported three strategic projects – A Chance to Talk, Communication Ambassadors and Talk of the Town – to test ways of supporting children, young people and their families that would live on past the National Year of Communication. These projects all achieved their objectives in a short period of time and will enable local areas to develop their own models to suit the needs of the children in their local area into the future.

Hello is not the end of the journey through communication. The focus can't be allowed to divert away from helping children to be understood. The lessons learned from Hello about the scale of the

challenge, the importance of solutions with lasting impact, the focused attention and practical change, as evidenced through our three strategic projects and the changing service and policy landscape, mean that there is more of a need now than ever.

Looking to the future

So now we focus on the future – and specifically on the children and young people's workforce so that everyone who works with a child with SLCN, whether low or high incidence, can feel confident and capable in supporting that child to get the most from his or her communication and where to turn to for extra help if he or she needs it. Our vision is that every child and young person is enabled to communicate to the very best of their ability.

What we're aiming for...

- We will reach the children's workforce and raise awareness of the importance of speech, language and communication for all children and young people, highlighting challenges and approaches to supporting children and young people with SLCN.
- We will support the children's workforce to develop the necessary behaviours, skills, knowledge and confidence in developing the speech, language and communication skills of all children and in supporting those children with SLCN to communicate to the best of their ability.
- We will support the children's workforce in developing the knowledge, confidence and skills in working with families to help them get the support they need for their children to reach their full potential.
- We will ensure that when developing or reviewing policy, legislation and services the Government and national and local policy makers are focused on the issue of speech, language and communication and the potential impact for all children and young people.
- We will build the capacity of third-sector organisations with expertise and potential to impact on speech, language and communication to maximise this impact and reach for children, young people and their families and to work collaboratively to achieve more together than we can alone.

Strategy 1 – Making speech, language and communication a burning issue

We will continue to raise awareness of the absolute importance of speech, language and communication

to children and young people's life chances among everyone who works with or on behalf of children and young people. We will work with those who work directly with children as well as those who govern the services children use. We will try to reach those working in all settings where children and young people spend their days or in which they are supported, including their local community settings and services, schools, health services and youth justice services. We will also work with those who do not work directly with children and young people but whose work directly impacts on them, including inspectorates, local authorities, governance bodies, think tanks, political parties and the media used by the workforce to inform their work. We will gather evidence and good practice of ways of working to help all children to communicate to the best of their ability.

We will build momentum around the importance of children and young people's speech, language and communication and of supporting those with SLCN. We will make it everybody's business.

Strategy 2 – Empowering the workforce

We will support the children's workforce in developing their knowledge, skills and confidence in improving speech, language and communication in all children and in supporting children with SLCN and we will encourage change in grass-roots policy and practice to ensure greatest impact on children and young people. We will reach the widest workforce for children and young people, both in their training and throughout their careers. We will work with those in education, health and social care, early years and youth justice. We will also research need and provision and devise and provide training, workforce development, resources and interventions for working with children, which can be built into the initial and continual training and development of key workers in universal services.

Strategy 3 – Strengthening our base with even better co-ordination and collaboration across the third sector

We will build the capacity of third-sector specialist organisations in speech, language and communication to maximise impact and reach for children and their families. We will gather together and work with third-sector organisations, social enterprises and community interest companies whose work can help more children and young people to develop their speech, language and communication skills to their full potential. We will provide access to training, support, advice, good practice and to pioneers of innovative approaches.

We will act as a centre of excellence encouraging innovation in the SLCN sector, working

collaboratively to develop innovative approaches. We will support partners to evaluate the impact of their current programmes.

Strategy 4 – Supporting the changing local landscape for services

We will ensure that speech, language and communication are issues that those who develop policy and service frameworks understand, include and address appropriately in relevant policies. We will work directly with those who develop national and local policy and services which change the daily shape of children and young people's lives, including Parliamentarians, civil servants, national and local commissioning structures, Cabinet members for children and young people and health, directors of children services, local and regional health commissioners and clinical commissioning groups.

We will gather learning from the SLCN sector and the experience of those piloting innovative approaches to services for children and young people and disseminate this to inform future practice and policy. We will support innovation in the SLCN sector to develop services for commissioning, deliver these with support and evaluate their outcomes for local knowledge and greater dissemination to improve commissioning frameworks.

How we'll work with BATOD into the future

We will co-ordinate activity within the SLCN sector through the Communication Consortium, of which BATOD is an active member, and ensure that organisations working on behalf of children and young people to support their communication are enabled to do so effectively. We will ensure that the sector is represented on our programme board and that the realities of the daily work of our members are reflected in the way we work. We will advocate policy and service changes that benefit all children with all forms of SLCN.

The Communication Trust will continue to develop innovative approaches to working with children and young people so that the workforce is enabled to support them to reach their full communication potential. The involvement of our Communication Consortium members is crucial where they have the expertise and knowledge of how approaches will work on the ground and the challenges faced in meeting children's needs.

Together we will be a powerful force for change for children and young people. Find out more at www.thecommunicationtrust.org.uk/

Anne Fox is Director of The Communication Trust.

Spotlight on social care

Teachers of the Deaf are among the most important professionals in the lives of deaf children and your support to highlight the benefits that social care can offer deaf children and families is crucial, says **Christopher Kang-Mullen**

Deaf children and their families are getting less social care support at an early stage as the importance of social care is being sidelined by local authority cuts and structural changes, putting extra pressures on Teachers of the Deaf to try and plug a widening gap.

The National Deaf Children's Society (NDCS) is calling for all local authorities to review their local provision for deaf children as the importance of social care support for deaf children seems to be disappearing. In many areas, specialist Deaf social work teams have gone and have been split or merged with those for disabled children, often meaning some of the specialist expertise in working with deaf children has been lost. This was outlined clearly in NDCS-funded research in 2010 which found that, with the closure of many specialist Deaf teams, the majority of social care services are failing to meet the specific needs of deaf children and their families. This loss has created extra pressures for ToDs who, coping with cuts to their own services, are being forced into trying to fill the social care gap for deaf children and are often unclear about what support social care offers.

Social care covers arranging support to promote children's well-being through to safeguarding issues. We know that deaf children are at greater risk of being abused and of having mental health problems than non-disabled children and therefore the importance of supporting deaf children and their families is vital. While social care can provide specialist equipment, this kind of support should be acutely aware of the multiple issues around deafness which can include for many hearing parents loss, bereavement, parenting difficulties and poverty, and for the child, psychosocial difficulties, bullying and social isolation.

Deaf children with any permanent hearing loss are defined as 'children in need' within the Children Act 1989 and are therefore entitled to an assessment of their needs from social care. However, the NDCS knows that social care departments often do not recognise this statutory duty, and the current direction of social care towards 'high end' safeguarding issues will only make things worse for deaf children and families where early intervention is paramount. Without this support we are only delaying possible social care intervention at a later stage, which is more expensive, intrusive and perhaps too late as problems have become chronic in nature.

With the loss of specialist dedicated teams the needs of deaf children are at risk of being forgotten at a time when they are already losing the support they need in the classroom from cuts to ToDs. The NDCS Stolen Futures campaign has uncovered that a quarter of local authorities cut support for deaf children in 2012, which includes social care services, ToDs and speech and language therapists, leaving deaf young people with even less support. The campaign calls on the Government to intervene and stop these cuts. You can help to support our campaign by signing our petition at www.ndcs.org.uk/stolen/

Instead, deaf children and families may be supported through the Common Assessment Framework (CAF) process, which in some areas, where there is close working with specialist social care teams, may provide the appropriate support to deaf children and families. However, there is a concern that in some areas there is not enough expertise about deafness within CAF professionals from all agencies, including social care, and so deaf children and families are not getting the right support as other issues dominate.

What can be done?

ToDs need to be aware of the current trends in social care provision and to consider how they can raise the profile of the importance of social care services for deaf children in their work and with the families with whom they work. ToDs are often the main or sole support for many parents of deaf children and should be confident to ask social care departments how their services can be accessed and encourage parents to do this when they feel they need support.

The NDCS has various resources regarding children's social care, including a practitioners' guide for social care professionals who don't usually work with deaf children, (a guide useful for ToDs to read too) and an auditing tool through which local safeguarding children's boards can assess how well their duties such as policy, procedures and training reflect the needs of deaf children. These are available from the NDCS website at www.ndcs.org.uk or via the NDCS Helpline on 0808 800 8880.

Christopher Kang-Mullen is the new social care policy adviser at the National Deaf Children's Society. Using his 20 years' experience as a social worker, his role is to monitor policy development for deaf children and to fight for deaf children's rights across the UK.

Bilateral implantation – safe and effective?

Julie Brinton, Helen Cullington and Stephen Broomfield report on the preliminary findings of a national audit of children with bilateral cochlear implants

Following the Technology Appraisal Guidance 166 issued by the National Institute for Health and Clinical Excellence (NICE) in 2009, the usual practice is now to implant children found to have a severe to profound hearing loss with simultaneous bilateral cochlear implants. Additionally, provision has been made for children implanted unilaterally before the guidance was published to have the opportunity to be fitted with a second cochlear implant on the contralateral ear.

Since 2010 a consortium of 15 UK cochlear implant centres has been auditing the results of both these groups of children at four intervals: before bilateral implants or before the sequential implant, one year, two years and three years after bilateral implants. A number of measures have been used: localisation, speech recognition in quiet and noise, speech and language development, listening skills, parental perception, quality of life and surgical information, including complications. There are around 1,000 children followed in the audit, representing the largest collection of outcome data on bilaterally implanted children. Data collection ended on 31 December 2012.

Speech recognition

To test the binaural benefit of bilateral cochlear implantation, the children responded to speech (Automated Toy Test or BKB sentences) delivered in the presence of noise, using the set-up shown in Figure 1. The children were tested in three noise conditions: noise from centre, noise from left and noise from right. In addition, their score in quiet was assessed.

Listeners with normal hearing experience a release from masking when speech is spatially separated from noise. This means that they can hear better in noise when they can direct their attention in one direction and ignore distractions from another direction. Before



Figure 1 Illustration of speech in noise testing



the sequentially implanted children had their second implant, they gained a release from masking when noise was moved to their non-implanted side. This is understandable

because the noise was then on the side with very little hearing, so did not detract from their cochlear implant signal. However, after one year of use of bilateral implants, the children were able to cope equally well when the noise moved to either their 'new' or 'old' ear. This is an encouraging result, because it suggests that even after a short period of use of the second implant, they were already able to make use of it to improve their hearing in background noise. We would hope that this would assist them in a classroom situation, where noise could come from any direction. At this point, many of the simultaneously implanted children were too young to reliably perform this test.

Localisation

The ability to find where a sound comes from (localisation) is an important skill that relies on the brain analysing information received from both ears. For this project, localisation was tested by asking the child to choose which of five speakers a sound was coming from. The result was given as mean absolute error in degrees. If the child made no mistakes at all, the error would be 0 degrees. If the child could not localise and was just guessing, his or her error would be larger than around 50 degrees. A lower error score represents better localisation skills.

Figure 2 on page 36 shows box plots of mean absolute error for the simultaneously and sequentially implanted children. At that early stage (March 2012), there was insufficient data at two and three years and very little simultaneous data, due to the children generally being babies when they received their implants. Although there is a large range in results, generally an improvement (decrease in error) is shown after the children receive their bilateral implants.

Listening skills

The Categories of Auditory Performance (CAP) II, which is a rating scale completed by professionals or parents about their child's development, demonstrated

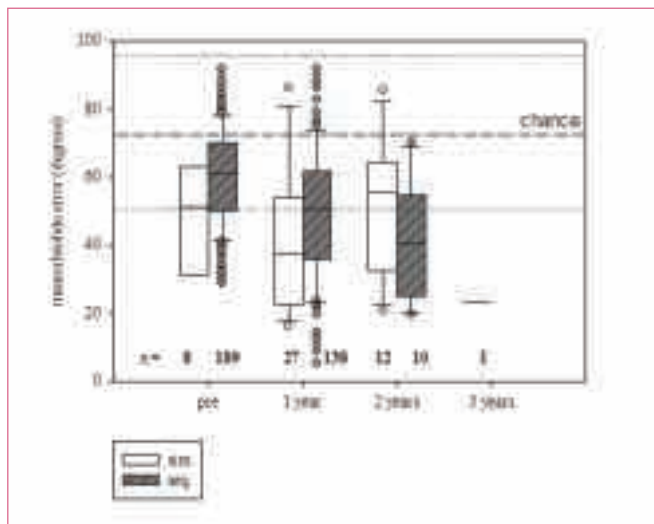


Figure 2 Localisation results in simultaneously and sequentially implanted children. The dotted lines represent the range of chance performance (guessing)

an improvement in functional listening in the simultaneously implanted group between the pre-cochlear implant and the one and two years post-cochlear implant intervals. There is not enough data at the three-year interval at this stage.

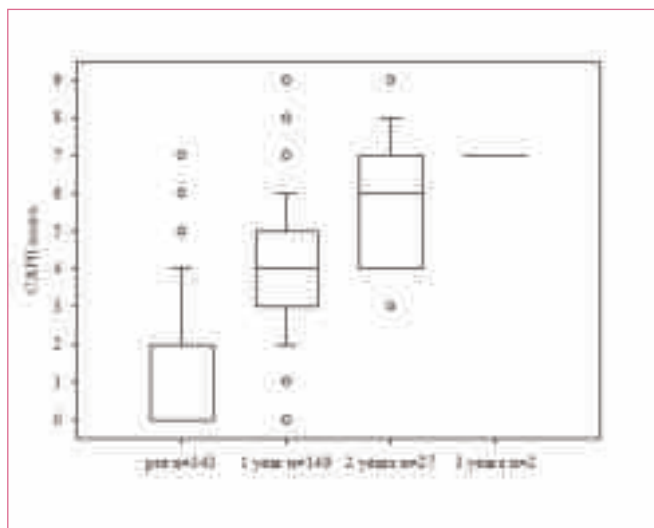


Figure 3 CAP II scores for simultaneously implanted children

Quality of life measures

Quality of life measures demonstrated that parents report that both simultaneously and sequentially implanted children were in general 'very keen' to wear their speech processors at one year post implantation on a scale from 'very reluctant' to 'very keen'.

Surgical issues

Another key aspect of the audit was to investigate any surgical issues that may have arisen as a result of simultaneous bilateral implantation; previously most surgeries were to implant just one implant. The aim was to establish a large dataset of national paediatric cochlear implant procedures (including

unilateral cases) in order to guide best surgical practice in the future. All children under 18 years of age were included and the data collection for this element of the audit ran from January 2010 to December 2011. A total of 14 UK centres participated in the surgical audit, and 961 cases were followed. Information collected included demographics, aetiology, co-morbidity, electrophysiology, imaging, complications and length of hospital stay.

Congenital	799 (83%)
• Unknown aetiology	• 639
• Connexin 26	• 41
• Usher's	• 14
• Waardenburg	• 12
• Pendred	• 10
Acquired	141 (15%)
• Meningitis	• 55
• Cytomegalovirus	• 35
Not specified	21 (2%)

Table 1 The most common aetiologies included in the surgical audit

The most common aetiologies are shown in Table 1 and, as widely reported in the literature, it can be seen that the largest proportion of children had an unknown aetiology for their hearing loss.

The mean length of surgery for a bilateral case was 4 hours 32 minutes which was almost twice the length of unilateral cases. The overall major complication rate was 1.6% with no reported facial palsies.

Conclusion

This article provides a first view of some data received up to March 2012, representing just over two years of data collection with over 800 children included. Although the participating centres aimed to include every child at their centre with bilateral implants, it is likely that several children receiving bilateral cochlear implants were not included. In many cases a full dataset was not provided. It can be seen from a preliminary examination of the audit that simultaneous cochlear implantation is both safe and effective. Children implanted sequentially can develop localisation abilities and an improved ability to hear in the presence of background noise, a very important skill to have in classrooms. A full report of the results will be presented at a one-day conference on 11 April 2013 at the University of Southampton. Visit www.bilateralcochlearimplants.co.uk/conference2013 for more details.

See our website for updates as this project progresses – www.bilateralcochlearimplants.co.uk/

Julie Brinton is the Director of the South of England Cochlear Implant Centre. Helen Cullington is the Principal Clinical Scientist and Research

Co-ordinator at the South of England Cochlear Implant Centre and Stephen Broomfield is a locum consultant at the Bristol Royal Infirmary.

The authors gratefully acknowledge the participation of clinicians and patients at the following cochlear implant centres: Belfast Regional Cochlear Implant Centre; Birmingham Children's Cochlear Implant Programme; Bridgend Cochlear Implant Programme; West of England Paediatric Cochlear Implant Programme, Bristol; Emmeline Centre, Cambridge; Cardiff Paediatric Cochlear Implant Programme; Great Ormond Street Cochlear Implant Programme,

London; Guy's and St Thomas' Hospital Paediatric Cochlear Implant Programme, London; Manchester Cochlear Implant Programme; North East Cochlear Implant Programme, Middlesbrough; Nottingham Auditory Implant Programme; The Oxford Cochlear Implant Programme; Royal National Throat Nose and Ear Cochlear Implant Programme, London; South of England Cochlear Implant Centre, Southampton, and St George's Hospital Cochlear Implant Programme, London.

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An exam system for everyone

Andrew Harland focuses on the work of the Examination Officers' Association

Anyone who is involved with the sector of education that focuses on providing education for learners with a range of special needs will be very familiar with some of the issues and concerns confronting such learners when accessing the public exam system.

Those office staff involved with exam delivery in mainstream schools and colleges often find themselves having to fight their way round the 'pink booklet' from the Joint Council for Qualifications (JCQ) which has to try and deal with 'access arrangements, reasonable adjustments and special consideration'. Most exam office staff are dependent on the advice and help of their specialist trained academic colleagues. In turn, these academic staff are relying on their exam office colleagues to keep them up to speed on all the JCQ changes.

The key objective of the exam office community, represented by the Examination Officers' Association (EOA), is to help and encourage greater access, for all students, to the public exam system by providing more focused advice and help from expert organisations like BATOD. The aim is to direct exam office staff in mainstream educational establishments toward this more specialist advice in order to give every student with special needs the most appropriate exam support, targeted at their personal requirements, while ensuring that all the JCQ guidelines are adhered to.

The EOA was originally set up by teaching exam officers in 2000 to represent the needs and concerns of its exam delivery community which was confronted

by the explosion of the exam system in response to Curriculum 2000. By 2005, when a registered professional membership organisation was set up with charitable status, the role of exam officer had been removed from mainly teaching staff to non-academic support staff.

The EOA works closely with many stakeholders to articulate and clarify the needs of the exam office community, as well as to help to put in place programmes and professional training for them. This includes working with teaching and non-teaching unions to raise the job profile of these key workers, communicating with senior management in schools and colleges to help promote good professional staff, and encouraging appropriate staff training and development.

The EOA has members all over the UK and abroad and is working closely with the British Council to develop a continuing professional development programme for its exam office staff and with the Nigerian and South African education systems on establishing good practice on exam delivery across their centres. As part of its work it will continue to support the needs and concerns of the BATOD community both at home and abroad.

For more information about the Examination Officers' Association call 0118 975 8552, email info@examofficers.org.uk or visit www.examofficers.org.uk/

Andrew Harland is the Chief Executive of the Examination Officers' Association.

A blogging strategy

Introduced by independent trainer and consultant [Maria Bailey](#), [Arlene Blum](#) explains how she has used blogging as a successful curriculum resource to improve literacy levels for students at the American School for the Deaf

The American School for the Deaf (ASD) is located in the sleepy New England town of West Hartford, Connecticut, USA. Founded in 1817 by Thomas Gallaudet with Laurent Clerc, a deaf teacher from Paris, the ASD is the oldest school for the deaf in the United States and the oldest special education facility of any kind in North or South America. In 1864 Gallaudet's son Edward founded Gallaudet University in Washington DC, the world's only university with programmes and services specifically designed to accommodate deaf students.

In October 2012, as part of the research for a new book I was co-writing with Andy Owen investigating communication support for deaf students in a number of countries, I was fortunate enough to be invited to visit the school and to talk to some of the staff. As I was due to take a holiday in the New England area, the opportunity to visit the ASD was too good to miss. Emails were exchanged and my visit was arranged.

The ASD is situated on a large, open site, with an imposing driveway, which leads to a very spacious and green campus. It has an air of calm and I felt very relaxed and awestruck walking among the buildings which hold such a history of deaf education in the USA. Arlene Blum, a communication teacher at ASD, was one of the members of staff who kindly made time to speak to me. During our conversation Arlene mentioned an interactive blog that she had recently introduced and said that she had been attempting to make contact with a school for the deaf in the UK, without success. I therefore offered to aid her in finding suitable contacts. The suggestion was made that she write an article for the *BATOD Magazine*, in the hope that contacts could be made. Her story follows.

Encouraging reluctant readers and writers through blogging

During the summer of 2012, a blogging activity was created as an integral part of my extended school year (ESY) classes to encourage student reading and writing. Because classes had responded so enthusiastically to digital media in previous lessons, my intention was to introduce them to this resource in order to extend communication among students.

After researching a variety of blog platforms, *Edublogs Pro* was selected for its user friendliness and the technical support it provides to teachers.

To maintain the students' anonymity, the name of our school was deliberately not used in the title of the blog itself or in any of the blog posts. Specific instructions were presented to students on commenting on the daily blog posts. Also, each student's responsibility to practise digital citizenship was emphasised as well as the need to show respectful use of digital technology. Some students decided to use their first name as their user identification; others used initials only; one student used a pseudonym.

The first 15 days

For the 15 days of the ESY class, a daily blog was posted, including:

- a review from the previous day's lessons
- material we would be covering that day
- video links
- vocabulary.

Students arriving in the morning went to the computer lab, read the blog and commented on the post. I noticed that even my most reluctant readers were excited to check the daily blog to see if their names were included on the postings. They also began to respond to their classmates' comments and provided suggestions for American Sign Language videos to post on the site. As a result of the blog, the class became a cohesive unit and interacted as a community of learners. Because I oversaw all of the postings, students with poor language skills were confident that their writing would be published correctly and errors would be reviewed in mini-lessons the following day. As time went on, it was noticed that students were even blogging independently at home well into the evening hours.

Going global

The decision to develop a blog that would be posted on the internet to a broader audience was, in part, created out of our limited user base during the optional summer classes. It was felt that a wider audience of deaf teens beyond the school would provide students with increased motivation to reach out through the blog and use their growing writing skills. The global blog could also develop technology skills, awareness of global geography and culture as well as 21st-century learning skills. Blogging would provide a global audience for our often isolated deaf students and a way to connect and collaborate with their peers.



An American student responded: 'I'm from Korea!' These commonalities among students emphasised shared interests and experiences beyond national borders.

Our most recent blogging was with students in Israel during the newest conflict between Israel and Gaza. 'Deaf students carry beepers as an alarm for an incoming rocket,' one Israeli student wrote.

My students were very disappointed when their South African peers left for their summer vacation and communication was suspended until January. However, students with internet at home were able to continue writing over their vacation.

Twitter, Facebook and other professional online sources were used to promote our blog. Connections were made with:

- a school for the deaf in South Africa
- a teacher in training in India
- a class for deaf English language learners in a California public school programme
- an enthusiastic blogger/instructor of the deaf who teaches English as a second language in Israel.

The goal of our global blog was twofold: to develop literacy skills among all the students involved, and to develop a mutual awareness and understanding of various cultures that are celebrated by deaf students around the world.

In order to encourage learning between the various groups, the Israeli students had a questionnaire that posed questions to students. We also used www.wallwisher.com as a mechanism to encourage questions to and answers from students (see picture above). As the teachers wrote posts about their schools, students began to write questions and comments in response to the prompts. Not needing teacher prompts to initiate 'conversation' any longer, students now prefer to write their own posts. Deaf teenagers are learning about climates, time zones, and the politics and cultures of the participating countries. One student wrote about celebrating Diwali in South Africa; another student wrote about her Zulu name. A girl in Israel posted that she could not participate in sports because of her vision problems and a student in the USA wrote a post that she too has vision problems. A student in Israel wrote that her goal was to learn Korean.

Conclusion

Our blog has become a successful curriculum resource to extend the learning of our deaf students. It has given students the opportunity to practise basic writing and research skills while collaborating and communicating with their peers in their own school and around the world.

For more information or to join our blog please email me at [http://ajoycetb.edublogs.org/about-us/](mailto:arlene@ajoycetb.edublogs.org)

Arlene Blum is the Communications Teacher at the American School for the Deaf.

Further information

Websites

- www.wallwisher.com
- www.independent.co.uk/news/education/schools/dont-knock-blogging-ndash-its-the-answer-to-our-literacy-problems-1832593.html?printService=print
- www.edublogs.org

Blogs

- <http://langwitches.org/blog>
- <http://visualisingideas.edublogs.org/about/>

Books

- *Making Connections with Blogging: Authentic Learning for Today's Classrooms* by Lisa Parisi and Brian Crosby (International Society for Technology in Education, 2012)

What do you know about cytomegalovirus?

When **Jan Pearman** was confronted by the devastating experience of having a child in the family with cytomegalovirus she discovered a dearth of knowledge about the condition

In July 2012 my life took a different turn. I had worked as a Teacher of the Deaf (ToD) for many years, first running a primary hearing support facility and then as a peripatetic teacher working mostly with multi-sensory impaired children. My profoundly deaf daughter had recently married and I planned to give up work, help her with her animal care business and generally catch up on life. My son and daughter-in-law were expecting their first child and I was looking forward to having a new baby granddaughter. Nothing could have prepared us for what was to come.

She was born at term but it was immediately apparent she was very ill – enlarged liver and spleen, low platelets, red blood spots, low birth weight, seizures, jaundice, microcephaly... and more. She was diagnosed with congenital cytomegalovirus (CMV), a common virus, harmless to most people, but devastating to a developing baby. In the coming weeks we had to come to terms with the knowledge that she was severely mentally and physically disabled, visually impaired and medically fragile.

I felt as if I had been run over by a steamroller. It seemed so unfair – I had done the weeks and months in neonatal intensive care 30 years ago with my daughter and here I was again. I had done deafness – I had done the endless battles with ‘the system’. This felt so much worse.

I knew a bit about CMV; I had worked with a severely disabled child for nearly two years. What struck and horrified me was how little the professionals knew about CMV and its devastating consequences. In the neonatal unit none of the doctors or nurses had ever seen it. The GP had to look it up. The vast majority of my colleagues did not know about it. Friends, family, people in the street had never heard of it. I trained as a ToD many years ago but had only come across it in the last two years. I was shocked to find out from two recently qualified ToDs that they also had not heard of it. The audiologist was ‘aware of it’.

It is the leading cause of non-hereditary sensorineural hearing loss (SNHL) in children – how can so few people know of it? Congenital CMV is the most common birth disorder in the UK. Around one in 150 babies in the UK are born with the virus and around one in five of these children – 900 every year – will develop serious, permanent problems such as

deafness, blindness, cerebral palsy, mental and physical disabilities and seizures. As CMV is a relatively unknown condition, it is a common misconception that it is rare. In fact, it is more common than Down syndrome, toxoplasmosis, spina bifida and cystic fibrosis. About 60% of the population has been infected with the virus at some time, with symptoms no more severe than the common cold. It is easily transmitted through close contact with bodily fluids such as urine, saliva or blood. It is only dangerous to those with a weak immune system or when passed from the mother to her unborn baby. It is tested for in pregnancy in the USA and Europe but not in the UK – other than for those undergoing IVF treatment. There is no cure, no vaccine.

Anti-viral drugs such as Ganciclovir and Valganciclovir can be used to treat newborns with severe symptoms. Research indicates that if they are given in the first month of life, it may help the baby to retain some hearing or slow the progression of the hearing loss. It cannot repair the damage already done. However, the drug is very toxic as it weakens the immune system, attacking the white blood cells that fight infection and causing damage to the kidney and liver. It is not a simple solution.

Most children with deafness due to CMV show no symptoms at birth because asymptomatic CMV is much more common than symptomatic CMV. The fact that CMV infection can only be confirmed in newborn babies has made it difficult to estimate the proportion of SNHL that is attributable to CMV. Studies define SNHL in children differently so this also complicates the estimation of the full magnitude of the effect of CMV on the incidence of hearing disabilities. It is generally estimated that about 25% of hearing loss in children by four years of age is likely to be CMV-related hearing loss but some research has put this as high as 60%.

Universal neonatal screening will fail to identify the majority of cases of CMV-associated SNHL due to the large proportion of affected children who have hearing loss that has its onset in later childhood or progressively increases over time.

Deafness caused by CMV is sensorineural and may affect one or both ears. In half of the children their hearing will get worse over time. The virus may cause unilateral deafness, particularly in asymptomatic

children, but these children can go on to develop deafness in the other ear. Sometimes the hearing will fluctuate. Research is under way to try to understand how CMV affects hearing and how this damage may be prevented. The progressive nature of SNHL suggests that there is chronic infection in the central nervous system that continues to be active through early childhood.

Many children who appear 'only' to have a hearing loss as a result of CMV infection often have additional difficulties. Their sensory integration system may be damaged, affecting balance (vestibular), and they may have little sense of individual joint position and movement (proprioception). They may have hyperactivity, sensitivity to sound and vision, sleep problems, behaviour issues, dyspraxia, poor muscle tone, autistic tendencies, high pain threshold and no sense of fear. CMV is complicated and no two children are affected in exactly the same way.

The guidelines from the National Deaf Children's Society (NDCS) are that children born with CMV should have a hearing assessment every three to six months in the first year, every six to nine months until the age of three and then yearly until the age of six. CMV Action (the UK charity to support families and raise awareness) recommends every three to six months until the age of three, then yearly until the age of six. Yet my granddaughter, despite failing the neonatal screening, was not offered a follow up until the routine eight-month check – a distraction test that she would not be able to complete. Ironically, and thankfully, at the moment she still has her hearing.

Due to cutbacks, all community services have been severely reduced. This has only added to the feelings of desperation, helplessness and frustration. The medical consultants insist that therapies will help and should be started as soon as possible. Have you any idea how long it takes to get a referral and how long after that before an appointment is made? You probably have. Two months after a 'high priority' referral we saw a Teacher of the Deaf and a teacher for the visually impaired. Three months after the referral we saw a speech and language therapist and that was only because of the risk of choking. Four months after we were still waiting for the 'essential' physiotherapy; occupational therapy is non-existent. Medical consultants tell us to 'chase up' appointments and referrals, that 'he who shouts loudest is heard'. I am forever shouting but clearly not loudly enough. Hospital appointments are frequent – neurologist, infectious disease specialist, paediatrician, hepatologist, haematologist, audiologist, ophthalmologist, dietitian – the list is endless. There is no co-ordination between departments. Blood results go missing, prescriptions disappear, people make crass comments because they do not have time to read the notes. Not a counsellor in sight – no

support for new parents in a situation they never imagined in their worst nightmares.

What do I hope you can learn from this?

Personally: be CMV aware – for your own personal life and that of everyone you know. Learn about prevention and take simple hygiene precautions.

Pregnant women should:

- avoid sharing cutlery, drinks or food
- avoid kissing babies, toddlers and small children directly on the mouth
- wash hands regularly, especially after changing nappies and coming into contact with bodily fluids.


Professionally: take note of CMV, look it up on the internet, get your head round all the possible additional difficulties, check out the children in your care, look out for progressive hearing loss and other sensory issues. Talk about it.

Support the families: CMV is devastating and the unknown outcomes and long-term damage to the child and the family are heartbreaking. Imagine spending a day, a week, a year, a lifetime in their shoes and you may understand better where they are coming from.

Jan Pearman is a retired ToD from East Sussex. She can be contacted at janpearman@btinternet.com.

Deafness & Education International

Online access available for BATOD members:




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


editors: Linda Watson (University of Southampton, UK) & P Margaret Brown (University of Melbourne, Australia)

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Maney Publishing



Audiology update

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

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?

You say

It is likely that the transmitter and receiver are set to different default frequencies. If the child has plugged in the receiver *and* it has powered up before the transmitter is turned on close by (within 200mm), then the receiver will change frequency to match and the system will work. This means that by chance sometimes it works but most of the time it doesn't.

Use the programming software to set the default frequencies to be the same.

The experts* say

It sounds as though the default frequencies (channels) of the transmitter and receiver are not the same, so the transmitter is on and working but does not tie up with the receiver. However, if the transmitter is switched on when near to the receiver, the receiver will synthesise to be the same as that of the transmitter and, bingo, it all works – until the hearing instrument or the receiver is switched off or disconnected, in which case the receiver will revert to its own default frequency. A quick check using the Phonak *Successware* would confirm what default frequency the receivers have been set to and the receiver or transmitter channels can then be changed to match appropriately.

A reader asks

What is current thinking regarding the provision of bodyworn or ear level FM systems? Historically, children in my area have switched to ear level systems when they transfer to secondary school, but in neighbouring authorities it seems to be increasingly common for younger children to have ear level systems, and parents are requesting them.

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

* Information provided by members of the Ewing Foundation.

Update

The number of students being fitted with open fit hearing aids has been increasing, prompting a lot of queries about how to carry out routine tests on them. There are a few options available.

Using standard steto-clips for regular listening checks may not be practical when the audible gain is too low. However, Connevans has just produced a new gadget (Part No FMG750HA) to enable subjective listening of open fit aids and to be used in conjunction with its accessories tester and FM Genie microphone.

You can obtain comparative frequency response curves for open fit hearing aids in a testbox. Frye has a specific open fit coupler to enable testing of open fit hearing aids, so if you have a Frye testbox and pupils with open fit hearing aids then you should obtain one of these. If you don't have the open fit coupler, it may be possible to fit the thin tube from the hearing aid into the tube from the 2cc coupler. You will need to remove the dome first, so, if you use this method, make sure that you have an exact replacement dome available as the old dome must not be refitted once removed.

It is essential that open fit tubing (thin tubes) are cleaned regularly. As the diameter is much smaller than that of standard tubing they do become blocked much more easily. Users should be provided with cleaning sticks.



Addressing concerns

Edward Timpson, the government minister responsible for SEN and disability, met the Council for Disabled Children and others to talk about concerns arising from the draft provisions of the Children and Families Bill that relate to special educational needs and disability. He was alerted to the fact that parents were concerned that the reforms would erode their current rights in relation to education support, and he writes this letter in response

I am delighted to be writing to you as Secretary of State with responsibility for SEN and disability. I am committed to reforming provision for disabled children and young people and those with SEN and am well aware of the challenges in doing so. Parents should not have to battle to secure the support they think should be readily available for children and young people with SEN and disability. However, in reforming the system we will not lose the aspects that work well. I want to be absolutely clear, the protections that parents and young people have in the current system will be carried forward into the new system. I know first hand the importance of having the highest ambition for children with additional needs.

The Children and Families Bill will lay the foundations from our reforms alongside detailed statutory regulations and guidance. I know that parents will be nervous about changes, particularly where they have had to fight to secure the provision that their child is receiving. I want to reassure all parents that our intention is for a better experience for families in a reformed system with a new focus on helping young people towards real-life outcomes, including independent living and paid work. In the meetings that I have had with voluntary and community sector organisations and parents I've been reassured that we're moving in the right direction. But there have been some issues raised about the detail surrounding the draft clauses that we published. I want to provide reassurance where I can and ensure clarity where I see misunderstandings have arisen. The Council for Disabled Children has helpfully provided a list of the main areas in which misunderstandings appear to have arisen and I address these in turn.

1 There is no right to request a statutory assessment and hence no trigger for the right to appeal against the decision of a local authority not to assess. Parents will continue to have the right to request an assessment and the provisions will go further and ensure that others like a GP or health visitor are also able to make a request. I have heard parents' concerns about the lack of an explicit right for parents to request an assessment and, as I made clear to the Education Committee, I am prepared to amend the clauses as necessary to clarify this.

2 There are no timescales. We will set out in regulations and a new code of practice the detail of the time that parents have to wait for an assessment to be decided. We will look at how we ensure that we can reduce the overall time it takes for an assessment.

3 There is no duty to make the provision in the education, health and care plan. There is an express duty on the local authority to secure the special educational provision set out in the plan.

4 There is no duty to 'specify and quantify' the provision to be made in an education, health and care plan. There was no intention to reduce the duty on the local authority by changing the wording of 'specify' in the Education Act 1996 to 'set out' in the draft clauses and I have asked officials to change the wording back to 'specify'.

5 Mediation is compulsory and there are anti-parent penalties. There should be no delay in trying to resolve matters as a consequence of independent mediation. The two-month period that a parent or young person would have to trigger an appeal would not be affected. The Bill includes powers for regulations setting time limits.

The purpose of the pre-legislative scrutiny stage is to ensure that the draft provisions will deliver what we want. Therefore, where the draft clauses are unclear, I am happy to go back and look again at what will reassure parents and give very clear messages to professionals. The 20 local authority pathfinders testing the reforms are an essential element for learning how the proposed reforms will turn out in reality. That is why I have decided that we should extend the current programme for a further 18 months beyond March 2013 through to September 2014, and we are beginning to examine the best ways of spreading best practice from the pathfinders to the remaining local authorities. I shall have more to say about this in due course.

Edward Timpson MP



Making further and higher education meaningful



Working with profoundly deaf students with significant language delay, **Linda Edwards** and **Jane Barden** provide support for further and higher education courses

Surrey's Post 16 Team supports students on many different further and higher education courses. The Teachers of the Deaf, with the interpreters and qualified student support workers, offer bespoke support packages to students, a significant part of which is ensuring that age-appropriate resources are accessible so that the students can participate fully in their chosen courses.

Different students require different levels and types of support. Tutorials are student-led and are specifically tailored to their individual needs and course assignments. Subject-specific language, assignments, briefings and tasks given to the students form the basis of the tutorials. Sessions can include looking at assignment vocabulary, such as 'project proposal', 'review', 'critique', 'evaluate', 'critical analysis', so that students can start their work on the right track.

The following is an outline of tutorial support given to a profoundly deaf BSL student in higher education.

The student brought the assignments to the tutorial and the process began with an overview of the task, which was to complete a research map, prepare a group presentation on a given text and write an essay. The tutorial included some discussion of the assumed knowledge (context, subject-specific vocabulary, art movements and so on) and an outline structure of the whole task was broken down into smaller tasks with particular targets to achieve by the next meeting.

In the following tutorials the student's research map was reviewed and new vocabulary discussed and explained and examples were given using the notes taken in the lecture. The vocabulary discussed was both carrier language and subject-specific vocabulary.

The text that had been given to the group for the presentation contained complex sentence structures and unfamiliar content. To help the student, key points from the text were selected and introduced in the tutorial, with a discussion of their context. This enabled the student to participate in the presentation and construct the *PowerPoint* slides for her contribution. The content of the given text was a challenge for all the students! The other members of the group were very supportive and encouraging.

Once the student had chosen the subject for her essay the structure was broken down into small steps over several sessions. This included modification of resources she had found (websites, books and journals) as these were not entirely accessible for her owing to the use of unfamiliar vocabulary and complex sentences. Sometimes inappropriate resources had been identified, so time was also spent discussing why they were not relevant for this task.

The focus of tutorials

During each draft of the written tasks our role includes working on English word order, looking at the structure of paragraphs and checking punctuation so it can be assessed alongside the student's hearing peers. Using relevant worked examples, Harvard referencing is explained and discussed during tutorial sessions and followed up in the redrafting process in e-tutorials (electronic tutorials via email). In these tutorials the comment facility in the review tool in *Word* is used to clarify, to ask questions about the choice of word used or to suggest a resource to check, following the same process used in face-to-face tutorials.

An outline of the support for a further education student is very similar. Again, it starts with an overview of the task. For students on, for example, BTEC courses this usually begins with identification and explanation of subject-specific vocabulary. The learning outcomes are explained and broken down into step-by-step guides; this can be achieved with the aid of research maps, mind maps and reference to course notes. For example: Know the equipment, commodities and methods required to prepare and cook different examples of European foods:

- Identify what is meant by equipment – examples.
- Identify what is meant by commodities – examples.
- Identify what is meant by methods – examples.
- Identify what is meant by Europe and list some examples of European foods.
- Establish the difference between preparing and cooking food.

Tutorials then focus on ensuring that the students know how and where to access the relevant research and this may also then need to be modified and adapted. Sometimes it is necessary to encourage students to reinforce their background knowledge as so often

age-appropriate materials assume previous knowledge. Many students may not have had the opportunities, life experiences or access to acquire such necessary prerequisite information.

As students begin to write up their work it is necessary to ensure that they are familiar with the assessment criteria guidelines; these include the criteria needed to achieve a pass, merit or distinction. It is very important that the students are aware of the often very subtle differences.

With students on further education courses age-appropriate experiences often include ensuring that students are supported appropriately for workshops other than those that are part of their course. These might, for example, be on safe driving or drug and sex education – it is essential that students have access to these sessions but this requires forward planning, anticipating support and ensuring that there are opportunities for supported follow-up sessions for unfamiliar terms and new vocabulary. Students also need to be prepared for audiology appointments so that they feel empowered to ask the appropriate questions and are familiar with the technical language. It is important that they are aware of new technology and that they feel they have the confidence to make relevant requests for personal aids, environmental aids and equipment.

The experiences must be meaningful and contingent to the learners' needs. This often includes an explanation of social language – the 'in' language. Age-appropriate language should also take into consideration texting, which is especially important for deaf students.

Other specific areas needing careful consideration are the language used for UCAS forms, personal statements and CVs, and time is needed for discussion of these. Tutorials are used to cover these aspects and to ensure that the language that students encounter in these areas is made accessible.

It is vital that our position in tutorials is clearly understood. We tread a fine line and are trusted by colleges and universities in our role. We are very aware of the dangers of over-supporting and it is important for tutors to know if our students have found an assignment difficult, as they would when marking something from hearing students. In the final stages before submitting work we review the task, checking grammar, structure and so on, but the content is the student's. Feedback from the tutor is used as a focus in tutorials for the next assignment and so the support is a continuous and evolving process.

Linda Edwards and Jane Barden are advisory teachers for deaf students with Surrey's Post 16 Team.

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Signs for science

Jackie Caine explains how glossaries of science BSL terms are helping to make science, technology, engineering and maths more accessible to deaf learners

The specialist nature of STEM (Science, Technology, Engineering and Maths) sectors, including laboratory and fieldwork, and the numerous scientific terms that make up the STEM 'language' can create many barriers for deaf, and other disabled, students.

Following a conference in 2010 held by the Institute of Physics exploring these needs and barriers, the STEM Disability Committee was established as a collaborative group of professional bodies in the science sectors (physics, chemistry, biology, engineering) to consider practical ways to improve policies, practices and provision for disabled people across the STEM pipeline.

In 2012, the committee supported the Scottish Sensory Centre (SSC) in its work to develop and film a subject-specific glossary using British Sign Language (BSL). The SSC had been working on the glossaries since 2007 and had already developed signs for biology, chemistry and maths. The aim of the glossary is to standardise terms that would otherwise be fingerspelt or improvised by students and teachers, and to help explain complex terms. With our support, the SSC developed 116 new BSL signs for physics and engineering terms in order to improve access to GCSE physics for deaf students. This glossary was launched at an event held at the Royal Academy of Engineering in the summer of 2012.

A team of 15 deaf scientists and sign linguists from across the UK worked together to agree on the signs and accurate descriptions, which were developed to build on one another to convey the scientific relationships between the terms. Some of the signs use metaphors to explain the terms; for example, to explain 'mass' and 'weight' the researchers use a closed fist to communicate 'mass', while 'weight' is communicated by a fist being pulled down (the effect of gravity on mass being metaphorically implied). The iconic nature of many of the signs helps to communicate potentially abstract technical concepts to all students, both deaf and hearing. The glossaries are then filmed and accompanied by video clips of the definition, with laboratory experiments being used for some. It is a process of ongoing improvement; feedback on the signs, how they are being used and whether they can be improved, is encouraged through the website.

The SSC works to disseminate the glossaries nationally and internationally in schools and at STEM events. The team is also developing exam papers

for deaf students in Scotland using videos of the questions in BSL which can be paused and re-played in the exam.

For more information about the signs, visit the SSC website at www.ssc.education.ed.ac.uk/

STEM Disability Committee believes that equality and diversity are key to the success of the science and technology sector and is working to identify specific barriers and solutions for disabled people, who are under-represented in STEM studies and employment. The Committee is open to suggestions for projects that might make a difference – contact the Committee through the website at www.stemdisability.org.uk/

Jackie Caine is the Science Policy Adviser at the Society of Biology.

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Been there... done that?

Are you taking advantage of all that membership of BATOD has to offer you? Ann Underwood urges members to log on to the new-look BATOD website

BATOD is YOUR organisation – representing and supporting you and your professional status. The National Executive Council and BATOD representatives attend meetings with the Department for Education, awarding bodies, course providers and colleagues in other organisations who also provide representation for children and young people, their teachers and support staff.

Not only is BATOD your professional association it is also YOU – Teacher of the Deaf, audiologist, classroom support assistant. The National Executive Council (it could be you) endeavours to provide professional support for all BATOD members.

BATOD supports you with the Association Magazine and also the Journal *Deafness and Education International* and now – in this age of technology – the website. With the January Magazine you received a leaflet about the website showing you the main folders and what you can find quickly and easily online – via your Smartphone, tablet, laptop or PC. You can follow up government negotiations and responses, find out what went on at meetings, look up courses and events that you can attend, share materials and resources so you are not spending your time reinventing the wheel. **Have you done that?**

Although the overall number of Teachers of the Deaf is decreasing, BATOD can still boast a membership of approximately two-thirds of ToDs. BUT ONLY ONE-THIRD OF THOSE MEMBERS ARE REGISTERED WITH THE WEBSITE! **Have you done that?**

The new-look website was launched in January and quite a few areas are now for members only. So although you can still view the Events Calendar and advertise a job at a VERY LOW rate, there are lots of resources and materials, information and advice papers that are for members only.

'News' items are added to the website regularly but if the website doesn't recognise you as a member because you are not logged in you will see the dreaded yellow box appear. **Have you seen that?**

We have had several members who have tried to log in and failed. That is because the first time you want to look at the 'members only' area you need to register. You need your membership number, your postcode and your favourite email address to

hand – click on 'Register' and then put the details into the relevant boxes. The website will send you a password for your next visit (and you can then change it for one you will remember) and let you in for a first look around the site. You can even check the information that BATOD holds on the membership database – and update it. You can also share your resources with other BATOD members.

Have you been there and visited the new website? Our login data tells us that only one in six of our members logged into the website during January. However, the comments so far have proved that the hard work has been worth it. Please let me know at website@batod.org.uk how we can expand the website to be of more use to you.

And do tell us that you have **been there... done that!**

Ann Underwood is the Website Manager and leads a small website development team that would appreciate your contributions and help.

have you registered yet?

On your first visit you need:

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

Click REGISTER and follow the instructions:
The site will send you a password that you will need next time you log on (you can change it then!)

On your next and subsequent visits you need:

1. the email address
2. your password.

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

Representing you – The Communication Trust

Sue Denny presents her notes from a meeting of The Communication Trust held at the National Council for Voluntary Organisations in London on 11 December 2012

Context: The six-weekly meetings share information about the work of the Trust.

Consortium meeting

The first part of this meeting was a presentation by Professor Geoff Lindsay on the findings of the Better Communication Research Programme (BCRP), which followed from Bercow. This major piece of research, investigating the impact and effectiveness of interventions for children with speech, language and communication needs, was completed earlier this year. The findings and recommendations have now been accepted and will be published on the Department for Education (DfE) website at www.education.gov.uk/researchandstatistics/research/

The research can also be found on the BCRP website CEDAR at the University of Warwick – www2.warwick.ac.uk/fac/soc/cedar/better/

The research has led to the development with The Communication Trust of the *What Works?* web resource as well as the *Communication Supporting Classrooms Observation Tool*. The research will be further disseminated through conferences, papers, relevant newsletters and websites.

Updates from the Trust

The DfE is inviting bids for the speech, language and communication needs contract until 4 January, which is a very short timescale. The full information can be viewed at www.contractsfinder.businesslink.gov.uk/Common/View%20Notice.aspx?site=1000&lang=en&NoticeId=756641/

The contract (not a grant) is to provide specialist support to parents, professionals and voluntary and community organisations in relation to children and young people with speech language and communication needs (SLCN). Estimated value – up to £1.5m for 24 months (up to £750,000 per year).

At the same time the DfE is inviting bids for a new contract to provide a national advice and support service for sensory impairments. **(Editor's note: NatSIP has bid for this contract, with BATOD's involvement.)**

The Trust will bid for the DfE contract and will also consider areas where it can work with those likely to tender for other contracts where it can add value and

also further its strategic objectives. As a result *The Communication Trust Contract Process 2013/15* has been produced and this document was presented to members for discussion.

The document lists the sections from the 'Specification for the Supply of Services to Support Specialist Services for Speech, Language and Communication Needs' which largely represent the work the Trust already does under three separate DfE funding streams. The Trust intends to bid for the contract and foresees that the activities will be:

- delivered directly by the Trust team
- sub-contracted to members of the Consortium arranged and managed by the Trust team.

The process document invited expressions of interest from Consortium members.

Sue Denny is a member of the BATOD NEC and represents the Association on The Communication Trust with Ann Underwood and Paul Simpson.

Just for you

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

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

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

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

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

BATOD membership



Representing you – FLSE

Paul Simpson reports on a meeting of the Special Education Conference of the Federation of Leaders in Special Education held in London on 28 November 2012

Context

These are half-termly events involving a range of special educational needs and other organisations meeting under the auspices of the Federation of Leaders in Special Education (FLSE).

Summary of the main points of the meeting

Contribution from Andre Imich

SEN Code of Practice

- It is currently being revised and *must* be ready to be published when the Bill is enacted.
- Stakeholders, parents and young people are being consulted.
- It will be much smaller than the current one (230 pages). The draft for consultation will emerge in the middle of next year and will cover the whole SEN agenda, including 16+.
- There will also be accompanying regulations.
- The reason for not laying it before Parliament is to make it easier to change in future – the furore about this from the sector had not been anticipated.

Children and Families Bill

- Andre highlighted the recent letter from Edward Timpson to Christine Lenahan (see page 43 of this Magazine), including the information that parents' rights of request for assessment or appeal and so on will not be less good than they are now; GPs and health visitors will also be able to make referrals.
- Andre stressed that the health authorities will not be under an obligation to offer what is on the education, health and care plan as is the case with the education provision – this is the subject of great lobbying.
- Pathfinders are being extended by 18 months.
- A discussion about the local offer did not establish whether non-maintained special schools will even feature in a local authority local offer if they are in that local authority so it is very uncertain that they will feature in other authorities.
- The National Association of Independent Schools and Non-Maintained Special Schools (NASS) will be exploring where its schools are being included in the local offer.

Funding reforms

Andre answered various questions on this topic but in particular he responded to two BATOD questions to say a) that the local authorities would have jurisdiction in how they divided up the money between the three blocks just as they do now, and b) that the Government has factored in additional funding to cover the extra funds needed as a result of the increased participation age.

However, the main thing to emerge from this section was that *he confirmed that the new funding arrangements for specialist support services are not temporary but permanent*. They have spent too long on it already to revisit it he said. Local authorities will have the power to retain the funding for specialist services centrally and if they do so they cannot charge academies for services (unless they charge their own maintained schools) – and not just those for statemented children.

Members' comments and activity

For **BATOD** I discussed our recent activity related to the implications of the introduction of Key Stage 4 qualification reform – English Baccalaureate Certificates. There was concern that any equality impact assessment will be ignored – based on recent experience.

The representative from the **pupil referral units (PRUs)** described the stress that teachers working in PRUs are experiencing – much of it to do with uncertainty about their role and how they fit into new funding arrangements. This in spite of the fact that Ofsted has rated more of them as outstanding than it has rated schools as outstanding.

The **National Association of Head Teachers (NAHT)** has organised an SEN conference for early 2013. There will be 160 delegates. The NAHT has met with other unions and all have similar concerns about aspects of the SEND changes, including personal budgets, non-statemented children with SEND and other aspects of funding.

NASS has been lobbying for the inclusion of independent schools in the current draft provisions for the Children And Families Bill. It seems that the argument may have been won but it is not clear how their inclusion will take place. It is not obvious which independent schools might wish to be included.

FLSE is looking at the role of teaching schools, especially as there is no obligation to include any SEN elements in the training. At the moment the Special Education Conference, which meets six times a year, is financed by one specific school, of which the Vice Chair of FLSE is the Principal. It is proposed that the meeting costs should be divided among the members. This would not be a large sum (about £100 per annum) and we were asked to consider it.

Paul Simpson is the National Executive Officer of BATOD.

ICT news

Sharon Pointeer considers a whole host of resources for deaf children and young people to use as extra-curricular entertainment or learning experiences

Like many people I love technology. I always want the latest gadget or gizmo and enjoy watching techie programmes on TV, looking at the latest apps on the internet and reading computer magazines. However, I also love antique and vintage items. One of my particular interests is mechanical music, including musical boxes and fairground organs. This interest may well seem somewhat incompatible with my passion for technology, but this is not actually the case. All automatic musical instruments are controlled by what are basically digital devices. If you think about a simple music box, this has a cylinder with a series of pins which, when the cylinder is rotated, pluck the tuned teeth of a metal comb to produce the musical sounds. Fairground and busker organs are controlled by card rolls in which are punched holes. As the card roll is moved through the instrument, often by winding a handle, the holes in the card allow air to reach the organ pipes. These are not unlike the paper tape and punched cards I used for programming when I first started using computers many years ago. The piano roll notation used in music composition programs such as *GarageBand* is a direct reference to the card rolls used in the player pianos or pianolas of the 1920s and 30s.

I was recently given a Manivelle hand-cranked musical box, which uses a punched paper strip. It came with one pre-punched paper strip and some blanks to make my own. Making my own proved to be more challenging than I first thought. It was easy enough to mark the notes where I wanted them and then punch the holes, but it was very difficult to imagine what the tunes would sound like, and if I made any mistakes these were difficult to correct. Naturally I turned to the internet for help. Initially I expected to find examples of paper strips that I would be able to download and punch myself. However, what I actually found was an amazing little app for iOS or Android which allows me to compose music box tunes and try them out before I make the paper strip.

Music Box Composer is the brainchild of Jelly Biscuits, a small interactive developer based in Melbourne, Australia. Leading developer Grant Adam enjoyed playing with physical music boxes with the paper punch strips, but like me found that what was missing was an easy way to preview creations. His app allows you to compose, preview, play, save and share your creations. The app is easy to use and is also fun as a composing tool in its own right. Once

you have composed your tune, or loaded in one of the demo files, the tune will play using sounds sampled from a real music box, which means that the quality of the sound is very good. There is even an animated music box, complete with cylinder and handle, which turns as the tune is played. You can save the strip out as a jpg file, then print, punch and play on a real music box. If you prefer, the tune can be exported as a music file and played on your MP3 player or computer. The app is very simple to use and even sets of random notes sound good, so it could be used by quite young children. While the volume and frequency range of real music boxes are not always the most suitable for deaf children, this app may be a way for them to understand and appreciate these devices. You can find out more about the app by clicking on the app link on the developer's website. The main products from Jelly Biscuits are interactive books, which incidentally are also worth looking at – www.jellybiscuits.com/

Press releases

Teaching Shakespeare – the Royal Shakespeare Company (RSC) has joined forces with Warwick Business School in a pioneering online learning programme that aims to transform classroom experiences of Shakespeare in the UK and around the world. According to research undertaken by the RSC and the British Council, up to 64 million children across the world learn about Shakespeare's plays, but for some it is not the life-enriching experience it could be. Teaching Shakespeare holds materials, including more than 100 films, featuring modelled lessons and interviews with leading RSC directors and practitioners along with academics from the University of Warwick. This groundbreaking programme provides teachers with the essential skills and knowledge to develop active, drama-based approaches to teaching Shakespeare in their classrooms.

Warwick Business School Professor Jonathan Neelands believes these teaching methods can not only improve children's understanding of Shakespeare, but boost their self-confidence and communication skills as well – www.teachingshakespeare.ac.uk/

The E.ON Energy Experience – this programme has been created to help teach young people about energy. The resources are designed to enable young people to understand about the different sources of energy we use, the relative merits of each, the



options for energy production going forward and what their choices will mean locally, nationally and globally. Young people aged 5–16 will be given the essential facts and figures, but, more importantly, will be

allowed to make virtual decisions about all stages of energy production, distribution and consumption and see the different effects of those decisions. E.ON has worked closely with the education community to ensure that the programme offers an exciting interactive resource. Teacher support materials provide lesson plans and curriculum links for geography and science curricula in England, Scotland and Wales, to help teachers get the most out of the programme – www.eon-uk.com/energyexperience/

Websites worth a visit

The Learning Exchange – this is a networking site funded by the Department for Education for anyone who is involved in developing and managing extra-curricular activities and programmes, as well as any other extended or community focused services and programmes that aim to improve schools, raise learners’ aspirations and improve outcomes for children, young people, their families and communities. Membership is free and benefits include free training, resources and peer-to-peer seminars. Members are given a blogging space to write about their extra-curricular activities and extended services for children, young people and families. There is a weekly e-newsletter and also access to a library of resources, articles, information, tips and ideas – www.learning-exchange.org.uk/

Google World Wonders Project – this website brings world heritage sites of the modern and ancient world online. Using Google’s Street View technology, three-dimensional modelling, photos, videos and in-depth information it is possible to explore the world’s treasures from your classroom. There are many interesting geographical and historical locations available to explore on the site, including the Banks of the Seine in Paris, Hiroshima, Stonehenge and Pompeii.

Google also offers six free geography and history resources, available to download from the site, which are designed to support teachers in delivering their subject in a fun, engaging and thought-provoking way.



The resources are clear, well structured and offer many ideas for using the Google World Wonders Project site in the classroom – <http://google.com/worldwonders/>

BP Educational Service (BPES) – BP has completely revamped its educational website with a wide selection of new and engaging science resources aimed at students of all ages. All of the old favourites are also still accessible on the new, easy-to-navigate site, but there are a number of other additions. Almost all of the BPES resources are available to teachers and students absolutely free of charge on the website. Each academic year, teachers can order one copy of each free resource, with a maximum of three allowed per school – <http://bpes.bp.com/>

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

More on e-safety

Following on from the ICT news pages in the last issue, here are some e-safety websites that are worth visiting or revisiting.

DIGIZEN – this website encourages users of technology to be and become responsible DIGITAL citizens by sharing advice and resources on issues such as social networking and cyberbullying. There is an award-winning film and associated resources on the site called *Let’s Fight It Together*. The film is subtitled and is extremely powerful in its message, showing the hurt and pain that can be caused by cyberbullying. The film shows ways in which cyberbullying can occur, whom it involves, how it can affect different people and what can be done to prevent it and respond to it – www.digizen.org/



Think U Know – dedicated to e-safety, this website is produced by the Child Exploitation and Online Protection Centre and has sections for teachers,

parents, and children of all ages. There are games and activities to play online or download, as well as lots of information about staying safe online. The reading level of the materials appears high for the age group it is aimed at, but the information is sound and the teacher resources are plentiful. Videos are available to registered users and a number of these have British Sign Language and/or subtitles – www.thinkuknow.co.uk/

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



This and that...

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

New website for AAC community



Communication Matters, the organisation dedicated to supporting children and adults who need augmentative and alternative communication (AAC), has launched its AAC knowledge website bringing AAC information and evidence together in one place for the first time – (www.AACknowledge.org.uk).

New financial regulations

The Government has produced financial regulations with information about expenditure that can be held by a local authority and not delegated to schools (and academies), as many categories of expenditure must be. After a long campaign, led by the National Deaf Children's Society, the Government has accepted that local authorities can retain funding for specialist support services.

The exact words are on page 26 in paragraph 18, and include this in the list of those categories of expenditure which can be retained centrally: 'Expenditure on support services for pupils who have a statement of special educational needs and for pupils with special educational needs who do not have such a statement.'

You can find the full regulations on the Department for Education website.

A new vocabulary app

A group of young people in South Tyneside has created a new vocabulary app for iPhones and iPads to enable family and friends to learn BSL. The project has taken over two years to complete and is now available to download in the App Store.

Help was given by the local sensory support team – the South Tyneside Hearing-Impaired Service – and all profits will be used to purchase equipment and technology for deaf children in the area.

The signs chosen were discussed and decided upon by the local deaf club and level 3 students in the area; they support the vocabulary for Signature's level 1 BSL qualification. They were developed in response to a need for further resources that would introduce BSL to those parents not yet comfortable in attending formal courses and for a resource for use at home for those who were already attending level 1 classes.

The free 'lite' download of Sign is available at <https://itunes.apple.com/gb/app/sign-it-lite/id578750713?mt=8/> The full app can be purchased at <https://itunes.apple.com/gb/app/sign-it/id582470488/>

Ofqual announces changes to A-levels

Ofqual has announced that from next year students in England will no longer be able to sit A-level exams in January, after the proposal received strong support following a three-month consultation into A-level reform. By reducing resit opportunities, this change will also address recent concerns over how many times students can sit their exams.

From September 2013, students starting their courses will only be able to sit AS- and A-level exams in the summer. This change is the first phase of proposed wider A-level reforms. Further changes to the system, including more involvement from higher education into the design of A-levels and changes to the A-level structure, are also being considered and will be announced at a later date. Key findings from the consultation show support for:

- the principle of higher education engagement with A-level design; however, there was less support for universities 'endorsing' each A-level
- students being assessed at the end of their first and second years of study
- the removal of January exams and reduced resit opportunities
- increasing synoptic assessment in A-levels, allowing students to integrate and apply their skills, knowledge and understanding with breadth and depth
- reducing internal assessment.

Ofqual's open consultation into A-level reform ran for three months last year and fewer than 1,000 respondents took part, including BATOD. To read the evaluation of the consultation responses and to access all related documents, visit www.ofqual.gov.uk/

Government expectations about personal budgets

At a recent meeting about pathfinders the following was stated about personal budgets:

- Personal budgets should be drawn from funding for individual support over and above that provided by universal services or targeted provision.
- It is not expected that any funding delegated to a school as required by school finance regulations will be included in a personal budget (funding up to £10,000 under the new arrangements).

Health Mandate

In November last year the first Mandate between the Government and the NHS Commissioning Board was published setting out ambitions for the health service for the next two years.

The Mandate is structured around five key areas where the Government expects the NHS Commissioning Board to make improvements. One area – ensuring that people have a positive experience of care – includes a specific pledge in paragraph 4.13 to ‘improve support for children and young people with special educational needs or disabilities’. This will be achieved through the Board's objective to ‘ensure that they have access to the services identified in their agreed care plan, and that parents of children who could benefit have the option of a personal budget based on a single assessment across health, social care and education for children’.

Research into children's communication

The Communication Trust, of which BATOD is a member, has warmly welcomed the publication of the Better Communication Research Programme, (www.education.gov.uk/researchandstatistics/research/better), the most significant investment to date in research into the needs of and services for children and young people with speech, language and communication needs and their families.

The Trust is working with the DfE and the research team to disseminate the resources and outcomes of the research, including an online database of evidenced interventions to support children's communication. BATOD's role is to work within the consortium, particularly where the speech, language and communication needs of deaf children are concerned. The publication of the research is the final activity of the DfE's Better Communication Action Plan, introduced in response to the Bercow review of children's speech, language and communication needs in 2008.

New publications from EHRC

The Equality and Human Rights Commission (EHRC) has produced two publications that will be of interest to BATOD members.

Public sector equality duty guidance for schools in England

Schools are required to publish information showing how they comply with the new Equality Duty and set equality objectives. They need to update the published information at least annually and publish objectives at least once every four years.

This EHRC guide will help school leaders meet the Equality Duty and it describes some of the benefits that this can bring.

The focus in this guide is on the practical implementation of the Equality Duty in schools. It supplements the DfE guidance on the Equality Act 2010 with practical case studies of how the Equality Duty can be applied in contexts that will be familiar to teachers – for more details see www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010/

This guide also has a section with answers to frequently asked questions about the Equality Duty in schools, including the specific duties to publish equality information and equality objectives. The guide does not address how schools can meet the Equality Duty as employers. This is covered by guidance for all public authorities, published by the Equality and Human Rights Commission. For further details visit www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/

Equality Act 2010 Technical Guidance on Further and Higher Education

This sets out the Act's requirements on further and higher education providers in relation to provision of education and access to benefits, facilities or services, both educational and non-educational. It provides an authoritative, comprehensive and technical guide to the detail of the law. The guidance can be accessed at www.equalityhumanrights.com/advice-and-guidance/information-for-advisers/equality-act-codes-of-practice/ Guidance about auxiliary aids can also be accessed from this page.

News from the NDCS

The National Deaf Children's Society (NDCS) has announced the launch of free family sign language tutor training for 2013.

Day one of the training will be delivered by colleagues from the Deafness, Cognition and Language Research Centre at University College London and will focus on the language acquisition of British Sign Language (BSL), BSL linguistics, storytelling skills and sign bilingualism. This day will provide a recognised continuing professional development certificate.

Day two will be more practice based, looking at how to deliver the Family Sign Language Curriculum, lesson planning, differentiation, creating resources, and micro-teaching activities.

There will be a mixture of presentations, case studies and small group activities. Day one will be

delivered in BSL and English, and day two will be delivered in BSL.

New publications

The NDCS has also recently published two new publications on its website, which you can access if you are a member (membership is free):

- *Supporting the achievement of deaf children in secondary school*
- *Auditory neuropathy spectrum disorder – to families, from families.*

Printed copies can be ordered free of charge from the NDCS helpline on 0808 800 8880 or at helpline@ndcs.org.uk. The printing was funded by the Department for Education in England so the terminology used may be different from that used in the other three countries of the UK. However, the practice described should be relevant in all mainstream schools throughout the UK.

Updated information resources from Early Support

The existing Early Support resources have been revised, updated and adapted for use with older children and disabled young people. They are available free to download.

These information resources describe, discuss and explore either a specific condition or disability or more general information for parents, carers and young people. They were produced in response to requests from families, professional agencies and voluntary organisations for better standard information about particular conditions or disabilities and more general and reliable background knowledge resources.

The information resources are helpful when parent carers and/or young people are searching for accurate information about specific conditions/disabilities or elements of service support. They help practitioners to answer the questions parents, carers and young people are most likely to ask either at the time of diagnosis, soon after or as the child grows and matures, moving through different transition points. As with all Early Support resources, the information provided is best used as a shared resource that everyone looks at together as working relationships develop and discussion moves on.

However, the information resources can also be used to meet other needs. Families sometimes like to use them to explain things about their child's situation to grandparents or friends. Early years settings, schools and colleges can use them to improve their background

knowledge and understanding when they're including children with particular conditions or disabilities.

It's important to remember that nobody is obliged to use the Early Support resources. Everyone who could benefit from the information resources should know about them and be helped to use them, but the guiding principle is to use them only when the family thinks they add value. They can be downloaded from the National Children's Bureau's website at www.ncb.org.uk/early-support/resources/new-information-resources/

David Bond

We are very sorry to inform readers of the death of David Bond, our International Editor, in January 2013. His obituary appears on our website.

Audiology information

Readers might be interested in this blog: <http://kidsaudiologist.info> written by a paediatric audiologist and inspired by the questions and issues raised by families during her day job as an adviser for the National Deaf Children's Society. Areas of special interest include paediatric re/habilitation, implantable hearing devices, deaf children with additional needs, and family counselling. You can also follow [@KidsAudiologist](https://twitter.com/KidsAudiologist) on Twitter for regular news and updates for anyone interested in children's audiology.

Reviews



Title	Head, shoulders, knees and toes ...and eyes and ears and mouth and nose
Published	2010
Publisher	Orchard Toys Ltd
Price	£9.50
Reviewer	Helen Maiden, advisory teacher for hearing impairment, Physical and Sensory Support, Surrey

The contents of this game include four two-piece game boards, 32 parts of the body cards, one spinner and four wild cards. The aim is to be the first player to collect all eight parts of the body cards on your game board (including wild cards). The youngest player begins by spinning the spinner and choosing a card to match the colour shown on the spinner.

Before the card is turned over, the player tries to guess what part of the body is on the other side of the card by pointing to a part of their own body and saying its name. If the player has guessed correctly, then the card is placed on the matching space on the player's game board. If the player makes an incorrect guess, then the card is returned to the table, colour spot side up. If a wild card is picked up (which shows all parts of the body), all players sing 'Head, Shoulders, Knees and Toes' in full and the player places the card over the stated part of the body on their game board.

Once a player collects the last card required to complete their game board, they all sing 'Head, Shoulders, Knees and Toes' in full and that player wins the game.

The card pieces are colourful and sturdy. The two-piece game boards are easily assembled and the 32 parts of the body cards can be used as a check with younger children to see if they know and can name the body part indicated; if not, they can be told and there are lots of opportunities for repetition.

This is a great game as an introduction to naming body parts and it gives a focus for further development in this area as well as encouraging memory and turn-taking.

There are easier adaptations suggested in the instructions, such as not having to guess the part of the body before picking up a card. For even younger children, it is suggested that the spinner is not used; if the card matches an uncovered space on the board, the player places the card over that space. If the



player already has that card, they show the card to the other players and then it is returned face down. This element of the game helps to encourage memory as the other players might need that card. If the card picked up is a wild card showing all parts of the body, this is the cue for everyone to sing 'Head, Shoulders, Knees and Toes'! The card is placed on any uncovered space on their game board. I took this game in to a nursery visit and we found it easier to play the game at a table where the children stood around the table, as they were then already standing up ready to sing the song. It did work just as well at home but lots of space was needed for everyone to jump up and down!

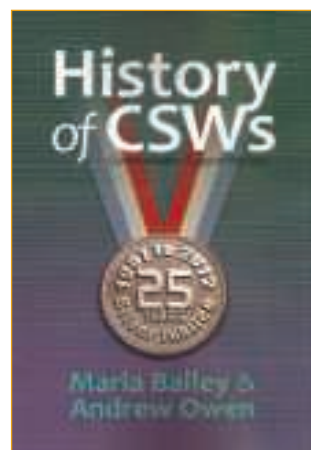
The children I played it with really enjoyed using the spinner, which can help develop colour matching if this is not established; it also really stretched their memory of where the cards were placed, as they had to get the right colour first, then remember where the card was that they needed. The game provides lots of opportunity to sing the 'Head, Shoulders, Knees and Toes' song, and making up other verses can be fun and helps to reinforce rhyming. I'm all for alternative verses and here are a few as an extension:

Head and shoulders, knees and toes
Knees and toes
Head and shoulders, knees and toes
Knees and toes
And eyes and ears
And mouth and nose
Head and shoulders, knees and toes
Knees and toes

Feet and tummies, arms and chins
Arms and chins
Feet and tummies, arms and chins
Arms and chins
And eyes and ears
And mouth and shins
Feet and tummies, arms and chins
Arms and chins

Hands and fingers, legs and lips
Legs and lips
Hands and fingers, legs and lips
Legs and lips
And eyes and ears
And mouth and hips
Hands and fingers, legs and lips
Legs and lips

Title History of CSWs
Author Maria Bailey and Andrew Owen
Publisher Talk With Sign Books
ISBN 978 0 9572510 0 7
Reviewer Corinda M Carnelley, peripatetic ToD, London Borough of Croydon



This book has been published to mark 25 years of qualified communication support workers (CSWs) and was launched at the annual conference of the National Association for Tertiary Education for the Deaf and the Association of Communication Support Workers in June last year.

The book takes the form of interviews with early CSWs and people who 'were there'. It is very easy to read. It also follows up on the interviewees with a 'Where are they now?' section at the end of each chapter.

There is a chapter on the political background to the initial CSW courses and other interviews with professionals and employers. As far as CSW legislation is concerned it is extremely up to date. There is also an excellent table of acronyms (essential if you are unable to retain them!) and there are detailed references at the back.

The summary explains how life has technologically changed for deaf people in the past 25 years and contains what I found to be an alarming statement 'In 1987 orange, apple and blackberries were simply fruit.' So they were. How times change.

This book may not fly off the shelves quite as quickly as *Fifty Shades of Grey* but I assure you it is just as interesting a read and would make a valuable addition to a library or a resource centre in a further education college.

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, Maureen Jefferson, Paul Simpson

Date	External participants	Purpose of meeting	Venue
December			
3	NatSIP	Project and reference group meetings	Sense, London
11	The Communication Trust	Regular meeting	NCVO, London
January			
9	NatSIP	HOSS conference planning meeting	NDCS, Birmingham
10	University of Birmingham	Course consultative committee	University of Birmingham
11	JCQ, awarding organisations	Meeting about modification of the language of examinations	JCQ, London
17	CRIDE	Regular meeting	UCL, London
28	DESF	Termly meeting	AHL, London
29	The Communication Trust	Regular meeting	NCVO, London
30	Ofqual	Catch-up meeting	London
February			
5	NatSIP	Working day	Hamilton House, London
6	FLSE	SEND Conference	The George Inn, London
11	Ofqual	Access Consultation Forum	Ofqual, Coventry
19	NatSIP	Project and reference group meetings	Sense, London
26	Essex County Council	Meeting with heads and Teachers of the Deaf	Chelmsford
27	Ofqual	External Advisory Group on Equality	Ofqual, Coventry

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.

Abbreviations and acronyms used in this Magazine

A-level	Advanced level	MI	Mountaineering Ireland
AAC	Augmentative and Alternative Communication	MP	Member of Parliament
AHL	Action on Hearing Loss (formerly RNID)	MP3	Digital audio encoding system
AQA	Examination board	NAHT	National Association of Head Teachers
ASD	American School for the Deaf	NASS	National Association of Independent Schools and Non-Maintained Special Schools
AS-level	Advanced Subsidiary level	NatSIP	National Sensory Impairment Partnership
BA	Bachelor of Arts (degree)	NCB	National Children's Bureau
BAC	Belfast Activity Centre	NCVO	National Council for Voluntary Organisations
BATOD	British Association of Teachers of the Deaf	NDCS	National Deaf Children's Society
BCRP	Better Communication Research Programme	NEC	National Executive Council
BKB	Bamford Kowal Bench (speech discrimination tests)	NFYT	National Festival of Youth Theatre
BP	Energy company	NHS	National Health Service
BPES	BP Educational Service	NICE	National Institute for Health and Clinical Excellence
BSL	British Sign Language	NIYCT	Northern Ireland Youth Climbing Team
BTEC	Business & Technology Education Council	Ofqual	Office of Qualifications and Examinations Regulation
CAF	Common Assessment Framework	ORL	Otorhinolaryngology
CAP	Categories of Auditory Performance	PC	Personal Computer
CDC	Council for Disabled Children	PE	Physical Education
CEDAR	Centre for Educational Development, Appraisal and Research (University of Warwick)	PhD	Doctor of Philosophy
CMV	Cytomegalovirus	PRU	Pupil Referral Unit
CPD	Continuing Professional Development	RNID	Royal National Institute of Deaf People
CRIDE	Consortium for Research into Deaf Education	RSC	Royal Shakespeare Company
CSA	Communication Support Assistant	SEN	Special Educational Needs
CSW	Communication Support Worker	SENCO	Special Educational Needs Co-ordinator
CV	Curriculum Vitae	SEND	Special Educational Needs and Disabilities
DC	District of Columbia	Sense	National charity for people with deafblindness
DCAL	Deafness, Cognition and Language (Research Centre)	SLCN	Speech, Language and Communication Needs
DELTA	Deaf Education through Listening and Talking	SNHL	Sensorineural Hearing Loss
DESF	Deaf Education Support Forum	SOECIC	South of England Cochlear Implant Centre
DfE	Department for Education	SSC	Scottish Sensory Centre
DVD	Digital Versatile Disk	STEM	Science, Technology, Engineering and Maths
DYO	Deaf Youth Orchestra	TA	Teaching Assistant
DYT	Deaf Youth Theatre	TAEDS	Theatre Arts, Education and Deaf Studies
EHRC	Equality and Human Rights Commission	ToD	Teacher of the Deaf
EOA	Examination Officers' Association	TV	Television
E.ON	Energy company	UCAS	Universities and Colleges Admissions Service
ESY	Extended School Year	UCL	University College London
FEAPDA	Fédération Européenne d'Associations de Professeurs de Déficiants Auditifs (European Federation of Associations of Teachers of the Deaf)	UK	United Kingdom
FLSE	Federation of Leaders in Special Education	US	United States
FM	Frequency Modulation (radio)	USA	United States of America
GCSE	General Certificate of Secondary Education	VI	Visual Impairment/Impaired
GFT	Glasgow Film Theatre	VHS	Video Home System (video tape)
GP	General Practitioner	VW	Volkswagen
HI	Hearing Impairment/Impaired	XI	Eleven (cricket team)
HOSS	Heads of Sensory Services	YAB	Youth Advisory Board
HQIP	Healthcare Quality Improvement Partnership	YT	Youth Theatre
ICT	Information and Communications Technology	YAB	Young People's Advisory Board
iOS	(Apple) mobile operating system		
IVF	In Vitro Fertilisation		
JCQ	Joint Council for Qualifications		

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 Refereed Journals (DEI) 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 Refereed Journals (DEI) 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 Refereed Journals (DEI) and complimentary downloads of all Journal articles Access to some parts of members' area of website Discounted CPD fees
Special	Those working with deaf pupils in a support position in the classroom eg LSAs, CSWs, TAs	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 membership. Please contact the membership secretary for details.

Membership subscription rates – due 1 August 2012

Our financial year runs from August to July. Cheque payers will be sent a reminder about payment in June. Direct debits will be altered automatically for payments in August and beyond.

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

	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
March			
20	BATOD South	Twilight – Show and Tell – Assessments and Resources	The Speech, Language and Hearing Centre, Christopher Place, Chalton Street, London NW1 1JF
22	Seashell Trust	Promoting Optimal Outcomes for Deaf Children and Young People with Complex Needs	Hallmark Hotel Manchester, Handforth, Wilmslow, Cheshire SK9 3LD
April			
11	National Paediatric Bilateral Audit SOECIC and National Paediatric Bilateral Audit	Bilateral Cochlear Implants in Children: Safe & 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
22–26	Guy Lightfoot	Electric Response Audiometry: principles, techniques and clinical applications	Lanzarote (Canary Islands) or Manchester UK, depending on demand
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
26–28	Anne Davies	Hearing Aids: The Inside Track	James Cook University Hospital, Middlesbrough
July			
25–29	DELTA	DELTA Summer School	Leicester
September			
6–7	BATOD Steering Group	Association business	London

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.

moved? married? missing magazine?

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

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

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...as should Association information and general queries.

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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

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

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MY OPTIONS

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Natalie Ross, Pupil Recruitment Manager, Tel: 01635 244215
or Email: n.ross@maryhare.org.uk



Securing the future of deaf children and young people