

Developing Effective Practice

Conference Edition



**Ann Underwood,
batting for BATOD**

**Apps for additional needs
FEAPDA looks to the future**



Hamilton Lodge School & College - Primary to FE

Our Child Centred Communication approach
supports the development of both English & BSL



Dear Mr. Sheppard,

20th January 2014

When I first arrived I immediately panicked, I thought I was going to be rubbish. However, as soon as I went into my first two classes I met another girl and we got on quite well, by the end of the week it felt like we have known each other for years. I met more people and they were so nice and helpful.

The teachers made me feel very welcome, they made conversations with me and gave me a lot of confidence. Even though I had to catch up the teachers said I was very bright and they were proud of the work I did so far. They didn't judge me at all. Some of the teachers made the work more understandable and less hard for me. They encouraged me and made me feel very proud of myself.

I love being here, it is like a wonderful caring family. Sometimes it doesn't feel like school because they make you feel safe and happy just like being at home but doing work.

The three weeks I have been here have been overwhelming, enjoyable, memorable and fun. I have gained so much confidence in myself, I'm really looking forward to staying here this year and next year. I really think this is the school for me that meets my needs.

I really want to do well in my exams and catch up so I can get good grades and qualifications for a good future and job. My plan is when I leave school to go to college, get good grades and get into university and study animal care and become a veterinary nurse and possibly do part time dancing. I don't want my future to be fixed, I want to take the risk for every opportunity I get.

Yours sincerely

Amy

Contents



From your editor

The annual BATOD conference always leads to a stimulating and varied edition of the magazine and this year's is no exception. The theme of developing effective practice permitted a wide

range of differing workshops. Not all workshops were able to run but nevertheless many of their leaders still wrote an article so that the prospective content could be shared with the whole readership of the magazine. We are very grateful to all contributors. I hope you will agree that the articles which consider topics as varied as special apps, social media, complex needs, FM for teenagers outside the classroom, the Year 1 phonics check, using Cued Speech and BSL together and challenging and influencing practice in mainstream schools are of great interest.

During the run up to the conference the Children and Families Bill received royal assent and you will see references to this throughout the magazine. Future editions will consider aspects of the implications of the new Act but to keep more up to date than is possible in a magazine which appears only five times a year, please ensure that you are registered on the website so you can read articles and other items related to the Act as they are uploaded.

We have now drawn up a list of themes for future magazines up to January 2017 and you can see these on the website by visiting this page of our website: Resources ► Publications ► BATOD Association Magazine ► Forward features

The immediate forthcoming issues have the following themes:

Forthcoming topics

September 2014	Multi-disciplinary working
November	Supporting deaf children in the mainstream
January 2015	Bone anchored hearing systems
March	Early Years
May	Conference edition
September	Deaf children with additional difficulties
November	FE and HE

Paul A. Simpson

Magazine Editor

Conference

Conference 2014 – Developing effective practice	4
Developing effective practice	6
Effective mainstream practice	9
NatSIP workstreams	11
NatSIP workstream 4	12
Optimal attainment for deaf children with additional and/or complex needs	15
Cued English & BSL	17
'What's in it for me?'	19
Phonic check	22
Social media	26
The Role of Morphology in Literacy	29
Top ten iPad apps – well almost!	31
Better Communication Research Programme	34



6

General features

'It's complicated'	37
AVUK teachers	40
Our Apps for Children with Additional Needs	43
Young, deaf and isolated	45



40

Regulars

Audiology updates	53
ICT News: BETT show report	54
This and that...	57
Reviews	58
Abbreviations & Acronyms	59



58

Association business

FEAPDA – Proposals for the development of a more effective European Association	47
What Went On at the NEC meeting held in Wimbledon on March 9th 2014	49
Batting for BATOD	50
iCARE kick-off meeting	51
Officers of Nations and Regions	IBC



49

Need to contact BATOD about other matters?

Talk to Executive Officer Paul Simpson

email: exec@batod.org.uk

answerphone/fax: 0845 6435181

Cover Photograph:
Photographs of the Conference
were taken by Arnold Underwood

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



LEARN FROM EXPERT PROFESSIONALS IN DEAF EDUCATION AND AUDIOLOGY

Mary Hare offers a wide range of courses and training opportunities for anyone working in the field of deaf education or audiology, founded on more than 100 years of experience of working with profoundly deaf young people.

Postgraduate courses in partnership with University of Hertfordshire :

- MA/PG Dip Ed. Studies (Hearing Impairment) – mandatory TOD qualification
- MA/PG Dip Ed. Studies (Early Years & Deafness)
- MSc/PG Dip Ed. Studies (Educational Audiology)

HND & BTEC courses :

- HND Hearing Aid Audiology approval by HCPC
- BTEC Advanced Award for TAs delivered with the Sensory Consortium
- BTEC Audiology Technicians in Educational Settings

Plus a range of deaf education and audiology short courses, conferences, and level 5 and level 7 qualifications in SpLD

More detailed information about each course can be found on our website at

<http://www.maryharieschool.org.uk/courses>

If you would like to talk to us about what we have to offer then please get in touch on
Tel: 01635244200 or Email: courses@maryhare.org.uk



Securing the future of deaf children and young people





Online... and up to date

Attending her first BATOD Conference in the role of President, Andrea Baker found it to be a full but very rewarding day meeting many members around the BATOD Hub and elsewhere

It is starting to become a piece of folklore by now... if you want to plan a Spring wedding choose the day of the BATOD Conference and as usual the sun streamed down as delegates began to arrive at St Cecilia's, Wandsworth, for another hugely successful BATOD Conference. Thanks must go again to the fantastic support and excellent catering provided by the school and to Ann Underwood as our Conference Organiser for the last year before she enjoys a well-earned retirement.

The Conference delivered a packed and interesting day and it was good to see so many people attending. The Hall was full, with standing room only, for Anne Fox's keynote speech where she introduced the theme of the day 'Developing Effective Practice'. Anne, Director of The Communication Trust, stressed the importance of collaborative working in identifying, supporting and raising awareness, at both local and national level, of the speech and language needs of children. She stressed the importance of robust qualifications and training, the need to base our practice on evidence and the importance of remaining up to date and sharing our skills – which chimes with one of my key themes as President. Anne thanked both Paul Simpson and Sue Denny for their work on the Communication Trust Consortium and BATOD's partnership role in building skills, knowledge and confidence in the children's workforce.

The Conference workshops provided a wide array of interest, from Sharing Your Apps through to Assessing Complex Needs. They were well received and garnered some great feedback, one of my favourites being 'Thank you for the info and inspiration. I feel enthused and ready to face Monday, September, and everything that is coming our way!'

A fantastic lunch was followed by the AGM where we thanked Karen Taylor as outgoing President for her calm and measured leadership throughout difficult times, particularly financially. A tribute was then paid to Ann Underwood who is stepping down from BATOD NEC after 27 years of sterling work. Ann has worked tirelessly for BATOD and has been instrumental in establishing the original BATOD website and more recently encouraging us to modernise it and make it fit for purpose. Karen presented Ann with a Jasper Conran cut glass vase as a token of our appreciation. Thanks were given to our Gold Sponsors – Lightspeed, Mary Hare and Advanced Bionics – for their continued and valued support.

Lindsey Rousseau was our afternoon keynote speaker and provided an update on the work of NatSIP, of which

BATOD is a key partner. Teachers of the Deaf along with colleagues from other sensory organisations have been working through NatSIP to develop quality guidance and standards to establish rigour and support for the essential work we do, thus reflecting back to Anne Fox's keynote aspirations from the morning.

I was really pleased to see the BATOD Hub being visited and used throughout the day with Paul Simpson and David Couch able to field several questions that delegates brought to them. It provided a good central point for networking and also encouraged some new members to join!

Thanks must go also to all the hard working NEC members who gave up their weekend to prepare for and support the Conference and then attend NEC on Sunday morning at 9am. It was good to welcome two new members to NEC – Alison Campbell who will be representing the Midlands and Sarah Angove, who is covering for Lyndsey Stringer from Wales, during her maternity leave.

Ann was able to attend the first part of the meeting to provide us with some rapid feedback from the Conference. It was overwhelmingly positive and delegates particularly enjoyed the opportunities for networking. We will look carefully at your feedback to ensure that we continue to provide conferences that are both stimulating and value for money. Please make a note of the provisional date and location for next year's Conference. We are planning to be in Scotland (Edinburgh or Glasgow) on 14th March – it's a great place to bring the family to make a weekend of it!

I am really looking forward to representing BATOD over the next two years. The Conference always reminds me of what a strong and collaborative organisation we are and how much expertise we hold as a profession. It's important that we continue to share that knowledge and to remain aware of all the changes that affect our professional life. One of my key themes throughout my term will be to encourage as many members as possible to use the Magazine, Journal and BATOD website to remain....Online, and up-to-date.

A handwritten signature in dark ink that reads 'Andrea Baker'.



Conference 2014 – Developing effective practice

Ann Underwood, 2014 Conference Co-ordinator, gives an overview of the 2014 conference

Last year in Birmingham we had late applications from delegates that we were forced to turn away. In the May Magazine 2013 I reminded people to book early to ensure a place at the 2014 Conference. I have checked back – yes – ‘book early’ was the advice! At the end of January 2014 registration numbers were so low for Developing Effective Practice that my hopes for a successful event were severely threatened. Subsequently after using Facebook, Twitter and the new e-newsletter over 30 people registered after the cut-off date with almost double figures squeezing in before final ‘final’ numbers were handed to St Cecilia’s C of E School three days before the Conference!

As BATOD NEC prepares to arrange the annual conference the evaluations and ideas from the latest Conference are taken into consideration. As you head off home we settle down to collate the evaluations and think about the next conference!

Time is always an issue and the programme for this year’s conference, based on last and previous years’ evaluation requests, was designed with as much networking time as we could manage and still provide valuable workshops. This elicited good comments about not feeling so pressured generally but as usual the cry was for longer workshops... and more of them.

Our presenters try to squeeze as much as possible into their allotted hour – with the resulting ‘longer workshop’ pleas from delegates. Workshops are usually updates and tasters ... but should we tell the presenters they only have half an hour – and surprise them at the last minute by telling them they actually have an hour? I am not sure anyone would appreciate that!

‘Ditch the AGM and substitute a workshop’ is another suggestion. Ah – haven’t you spotted the clever ruse yet? BATOD has its essential AGM each year – and the handover of the Presidency biennially. Most organisations struggle to attract members to an AGM and offer wine, cheese etc but we have a wonderful ‘carrot’ for you – a whole day with influential, knowledgeable speakers and attractive workshops on work-related topics. We can offer CPD in the form of relevant updates and the opportunity to share good practice, coupled with a chance for unit and school based ToDs and isolated peris to meet up and network. Of course some clever souls also make a weekend of the event. With that in mind, booking for the 2015 CPD and Study Day (14 March 2015) will net you a weekend in Edinburgh. From many years’ experience a national BATOD event is almost guaranteed to bring good weather – so make it an away weekend for the family too.

BATOD has an exhibition stand which is dusted off for conferences and courses – but this year we realised how central to ToDs BATOD really is – a hub providing information, resources and a chance to network. So in 2014 the BATOD stand became the BATOD Hub with David Couch and Stuart Whyte offering advice about professional issues and audiology, resource examples and Paul Simpson helping members register on the website and also persuading the non-members to join BATOD. Joyce Sewell-Rutter was there with information about the Autism SIG. Evaluation comments were very complimentary – a good central focus to the exhibition!

Our keynote speaker, Anne Fox, Director of the Communication Trust, introduced the Trust with her usual bounce and verve. Her talk put in perspective the work covered by



the 47 members of the Communication Trust Consortium demonstrating how everyone can encourage effective communication, working collaboratively to achieve more together than is possible alone. Anne also presented a workshop about the Better Communication Research Programme (BCRP), the 'What Works' website, and the 'Classroom Observation Tool'. From the enthusiastic delegate evaluations the resources should be an essential part of initial teacher training and in mainstream situations – one delegate even admitted to visiting www.thecommunicationtrust.org.uk and registering during the workshop!



Our star workshop this year was so popular that Gary Anderson had to make the presentation 'Influencing and challenging mainstream practice' twice. The overall vote was to persuade Gary to expand this into a one day event as the content was so useful. Tina Wakefield covered a range of assessments used by ToDs and recently launched as a major resource by NDCS. When asked how attending the conference would influence their future practice many delegates felt that they would be considering their use of assessments and using the information gathered during the day to address areas of concern in school and make informed progress to take to head teachers and governors.

Much of the work of NatSIP is actually developing effective practice in the wider field of sensory impairment. Ros Kendrew and Jill Jones outlined the activity of Workstream 4 whose focus is to advise and support and improve access to the curriculum. Lindsey Rousseau – the NatSIP facilitator – brought everyone up-to-date with the work of the Partnership as a whole.

There were several deaf delegates present this year and once again Nicki Harris provided support from the

Surrey team and co-ordinated the interpreters who were brought along with Access to Work Funding. The late booking of some delegates emphasised just how essential it is to allow plenty of time to make this provision work. Fortunately the various speakers had all provided copies of their presentations so that even the 'last minute' interpreters were able to read through and do a little preparation. One interesting diversion, throughout the platform presentations, was live captioning. Beth Abbott was present with the technology and alongside the PowerPoint presentations on the platform there was also a screen of captioning.

The support of suppliers, institutions and organisations via the exhibition is essential to provide the budget which enables BATOD to keep the delegate fees as low as possible. The exhibition also brings together latest information about goods and services that are available. The Gold Sponsors this year – Advanced Bionics, Lightspeed and Mary Hare – gave five minute update presentations and the delegate bags held information from various sources.

It was most reassuring to read in the evaluations that the day was 'perfect' and well balanced and that those present would be back next year. With funding becoming a major issue it is important that this Study Day/Conference offers you real value for money (we have kept the cost at the same level for several years now) and relevant and up-to-date information as well as the opportunity to network. Please contact Paul Simpson (exec@batod.org.uk) if you have any thoughts and ideas to contribute to BATOD's Conference in 2015. Remember please sign up early for Conference 2015 – and think about a weekend in Scotland with your family!

Photographs taken during Conference 2014 can be found by following the link on the BATOD website conference folder or <https://picasaweb.google.com/BATODPublications>

What our delegates thought about the Conference can also been seen in the Conference folder.

Ann Underwood was the coordinator of BATOD's 2014 conference.





Developing effective practice

Anne Fox, who gave the keynote speech at the conference, gives an update on the achievements and future plans of The Communication Trust

Founded in 2007, The Communication Trust has a vision that every child and young person is enabled to communicate to the very best of their ability. We will achieve this by working in partnership to build skills, knowledge and confidence in the children's workforce, based on a foundation of good practice, robust evidence and effective policy and legislation.



Those partnerships are essential if we are to be effective. They extend across society, from relationships with the Government and parliament, businesses, professionals, academia and across the voluntary sector.

Our partnerships are especially effective when we join together the expertise and activities of our own sector, the 47 voluntary and community organisations working to support children and young people's communication which form the Communication Consortium. BATOD joined this group in 2011 and has been an active contributor to our work to influence policy and practice to improve outcomes for children, especially if they have speech, language and communication needs (SLCN).

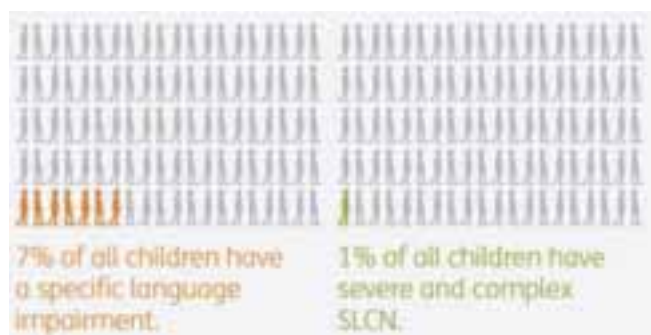
These partnerships are also essential as SLCN are often poorly understood in society and in professional practice.

However, there is growing recognition of the importance of language and communication for all children and young people, which is reflected in key policies and frameworks, including the Early Years Foundation Stage, new Early Years Educator qualifications, teacher standards and the Ofsted inspection framework for schools. Through research evidence such as the pivotal Better Communication Research Programme (BCRP), there is also increasing awareness of the scale and impacts for those with SLCN alongside recognition of the significant under-identification of some types of SLCN.

At The Communication Trust, we use SLCN as an umbrella term for children who have any form of communication need. This includes the 10% of all children with long-term, persistent SLCN, and the many more children who experience delayed speech, language and communication development, which is particularly common in areas of social disadvantage. In such areas, studies have shown more than 50% of children are starting school with delayed speech, language and communication – often insufficient for the next stage of learning, for thinking, reasoning and communicating effectively with adults and peers. According to Action on Hearing Loss, there are more than 45,000 deaf children in the UK, plus many more who experience temporary deafness due to conditions such as glue ear. Around half of all deaf children are born deaf, and around the same amount acquire deafness during childhood.

At The Communication Trust, we've been collecting some of the key issues for school-aged children. The BCRP, amongst many other key findings, highlights the under-identification of SLCN – which may be missed, misinterpreted or misunderstood by school staff. Ofsted has identified particular issues for newly qualified teachers in terms of supporting children's early language





development; and studies have shown that teachers may lack confidence in supporting children with SLCN (Sadler 2005).

As well as these challenges, we find ourselves in a time of great change in the policy landscape, with the Children and Families Act bringing significant reforms to the SEND world. So, it is perhaps even more crucial that we are all able to ensure, as organisations, schools, services or individuals, that effective practice is developed and in place for children and young people with SLCN. However, we've been drawing together what works to most effectively support children's speech, language and communication. Promoting strong, engaged leadership is key as is a knowledgeable and skilled workforce, which is also able to work collaboratively with specialists and utilise evidenced interventions and approaches. Parental support and the views of children are also crucial as part of this partnership approach.

The Communication Trust manages a variety of programmes which reflect key elements of developing effective practice. We work with academics and practitioners to develop the evidence base and to capture and share evidenced outcomes. We make quality, accurate and up-to-date information accessible to the whole children's workforce. We use evidence and practice to inform policy. We work to turn policy into effective practice as well as ensuring practice influences policy. Here, we outline a number of our projects which aim to support effective practice:

Sharing evidence

Part of that evidence to practice activity lies in our work to disseminate the findings and outputs of the BCRP, the most significant programme of UK Government funded research ever into SLCN, commissioned in response to

the seminal Bercow Review of Services for Children and Young People with SLCN in 2008.

In summary, the BCRP found a lack of understanding of SLCN and how to support children with difficulties, particularly for teachers in changing classroom practice, and that we need a structured, systematic and ongoing approach to universal workforce development.

The research found evidence that children with SLCN can fall through the gaps in the system; health and education need to work together to design and commission needs-led local services considering universal as well as targeted and specialist approaches.

It also found that there is much to be learned in supporting children with SLCN by acting on existing evidence and by involving children and their parents in the development and review of services they'll use. The research also identified the need to combine the expertise of practitioners, parents, service providers and researchers to fill the evidence gaps which continue to exist.

BCRP produced practical resources and outputs for the children's workforce to utilise. We're aiming to further that work and ensure that these resources can make an impact in every classroom and clinical setting where children and young people with SLCN are supported. (more detail on this on page 34).

Sharing information and resources – spreading the message

We have developed a number of approaches including developing a network of local communication champions, as well as information and resources for professionals. This includes information aimed at improving understanding of SLCN, as well as resources such as the Communication Supporting Classrooms Observation Tool which helps to audit the learning environment, resources to understand typical speech, language and communication development such as Universally Speaking and those to help identify children who are struggling, such as the newly published Progression Tools.

www.thecommunicationtrust.org.uk/resources

The Communication Commitment

Our Communication Commitment website maps out an evidence informed whole school approach to improve the communication outcomes for all children, including an essential focus on supporting those with SLCN and making the environment more conducive to good communication. This is something BATOD members continuously do with children and young people in both specialist and mainstream settings and there's a lot of learning to share.

www.thecommunicationtrust.org.uk/commitment





What Works

What Works is an online searchable database of evidenced interventions at universal, targeted and specialist levels to support informed choices about what interventions to use. What Works has been developed in collaboration with the BCRP team and in partnership with the Royal College of Speech and Language Therapists. What Works is part way through its testing year and will continue to develop over the coming months.

www.thecommunicationtrust.org.uk/whatworks

Qualifications and training

A key role of The Communication Trust is to support workforce development. The Speech, Language and Communication Framework (SLCF) sets out the skills and knowledge practitioners need to effectively support speech, language and communication development, spot children who are struggling and support those with SLCN. The SLCF is available as an online self-evaluation tool.

www.talkingpoint.org.uk/slcf

Evidence shows that where people have a higher level of qualification, this can lead to better outcomes for children and young people. In collaboration with City and Guilds, The Communication Trust developed a level 3 CPD award Supporting Children's speech, language and communication. This qualification is now also accredited by CACHE and aptawards and we have developed a comprehensive suite of training and learning materials to support face to face delivery.

www.thecommunicationtrust.org.uk/qualifications

Complementary to that, we have been awarded a grant by the Department for Education to develop an online learning route for the award. Platform 3 will enable practitioners to learn, be assessed and accredited online and we aim to support 230 practitioners to achieve this by March 2015.

Frameworks and approaches to support effective practice

One project, which we piloted as part of Hello, during the 2011 national year of communication, was Talk of the Town. This was a systematic approach to supporting speech, language and communication in an area of social disadvantage which built on current practice.

Through workforce development and using evidenced interventions, Talk of The Town was a community-led approach based in Wythenshawe, South Manchester and achieved many positive outcomes across all of the settings involved. Using funding from the Education Endowment Foundation, we are now looking at evidencing the effectiveness of the Talk of the Town model in improving children's attainment in primary schools, through a Randomised Controlled Trial.

A key strength of the work of The Communication Trust is the crucial role of our Consortium members. We are delighted to have the active membership of BATOD. Your engagement is vital – in our policy work, representing children and young people with low incidence and high support needs; helping to inform the workforce about the development of approaches and resources; and others of the critical importance of good communication support.

We look forward to a continued relationship with BATOD to fully support effective practice in working with children and young people with SLCN.

ToD email forum

**Need an answer or some advice?
Ask your fellow Teachers of the Deaf...**

This open email forum has been used to

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

Find out more visit www.batod.org.uk > home page

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



Effective mainstream practice

Gary Anderson ran the very popular conference workshop 'How can we challenge and influence practice in mainstream schools as Teachers of the Deaf?'

A more rigorous Ofsted framework, opportunities for schools to look afresh at their curriculum and a new Children and Families Act with its Code of Practice are all on the horizon for September 2014: it is clear that we are at the crossroads of a new phase in the education system for children with SEN and disabilities in England. As Teachers of the Deaf we are well placed to influence practice in schools to ensure that principles and aspirations are realised into reality. Will we need to change what we do? Not necessarily. But we may need to look afresh at how we work and behave to offer robust support and challenge to the settings with whom we work. It certainly offers new and exciting opportunities to improve outcomes for children and young people with hearing impairment.

Sometimes it seems that everything we do in education at the moment has to be measured or it's not worth doing. However, if standards of education are to continue to rise and all children are provided with the opportunity to attend a 'good' school and gain a 'good' education, then it is imperative that as individual Teachers of the Deaf, whether we work in schools or services, we are able to demonstrate that we make a difference and positively impact on the progress and outcomes for the pupils we support. This workshop made use of the Ofsted framework to identify where we can capitalise on the data and information we hold not only to provide effective support and challenge to schools but also build up an evidence base for our services, which will in turn inform the Quality Assurance processes being advanced through NatSIP. In other words how can we work SMARTER and more effectively to 'kill two birds with one stone!' (No birds were harmed in the making of this workshop!)

At this stage I would want to underline the many strengths that good, well managed services already have. Firstly, as Teachers of the Deaf working with health professionals, we are often first through the door, now within the first month following birth; we have unequalled access to families and therefore an opportunity to build and co-produce expectations and support for the child. With that comes a unique chance to develop trust and the evidence-based record of the child's developmental and educational milestones during the early years. This then leads into datasets held by the service which chart progress and achievements based on the child's age and prior attainment on entry to school and beyond. In fact there can be few other services which provide support in the journey from birth right through compulsory education, and some including

my own previous service, which also support at Post-16 level, both at FE and HE. This contextual knowledge is privileged information indeed.

Secondly, as Teachers of the Deaf we have a pedagogy, which at its heart is based around the development of essential communication skills in children and young people which cut across all phases and stages of their educational journey and which impact on all aspects of the curriculum. Particularly during my peripatetic years, on a typical day, I would find myself working with a mum and her 3 year old son in the home drawing out the listening and language skills whilst making cakes, then teaching alongside the KS1 class teacher for a Year 2 boy and his group to develop their writing during the literacy hour, followed by an hour tutorial with a 17 year old student in his college studying engineering, before finally returning to a comprehensive school supporting a Year 10 girl unpicking a scene from Macbeth. Flexibility and a room/boot full of resources are the hallmark of Teachers of the Deaf!

Thirdly, and by no means least, are the skills in leadership and management which one hones over the years to influence and develop provision and practice in Headteachers, SENCos, class teachers and TAs as one moves between settings in hour long visits. Whilst I was trained in audiology, speech and language development, my own ToD college training 30 years ago did not address much of what today's specialist needs to have at his or her finger tips. Thank goodness for CPD opportunities through BATOD!

I'm not sure that in the past we have always been good at the evidence-based self-promotion required to assert our place as essential specialist services. Hence the importance of using the NatSIP Quality Assurance Support Pack against which services can benchmark themselves. Additionally using our knowledge of the Ofsted framework combined with future legislative expectations set out in the new draft Code of Practice I believe each individual ToD can build on existing best practice and influence colleagues in mainstream schools with our specialist skills, knowledge and expertise, which will in turn inform the service evidence set.

Achievement

It's really important to cross reference the data that Teachers of the Deaf hold with what is in the school's own system. Clearly if there are to be meaningful expectations for the pupil(s) it must be based on agreed baseline assessments against which progress and outcomes can be measured. The challenge for the ToD

is to make sure that time has been set aside with the SENCo and/or class teacher to ensure that everyone is clear about prior attainment from the outset at the start of each academic year and particularly the beginning of each key stage. It is important that ToDs know how the pupil appears within the school's own tracking system and within RAISE datasets. Whilst this won't be readily available to ToDs it is important that this information is shared from the start. This is because the pupil with hearing impairment will be part of a vulnerable group within the school's own contextual information against which their progress is judged. It is important to ensure that the school has the right expectations for the pupil (ie no misconceptions around ability) and makes use of Upper Quartile Progression expectations for pupils, particularly those working below age expected levels.

The school will need a secure understanding of all those audiology and literacy (receptive and expressive language) assessments held by the school to ensure that targets are set for each pupil linked to expected outcomes for each intervention. It is especially important for those pupils currently identified as SA or SA+, soon to be known as Additional SEN, as these are often groups below the radar in a school and sometimes under-performing. Some may also be in other vulnerable groups ie FSM/Pupil Premium or EAL and therefore entitled to targeted resources. It is appropriate for the ToD to ensure that advice is provided around the appropriateness of interventions eg phonics programmes in KS1 and related expectations. It may be that the ToD can suggest a case study is written up around the challenges and successes for the pupil with HI especially where barriers have been overcome through good access and collaboration.

Teaching

The best schools are increasing their repertoire of methods for monitoring and evaluating the impact of teaching on learning in the classroom. As a ToD it is important to tap into how each school does it, but once again there is an opportunity to initiate. Suggest to the SENCo a joint lesson observation or Learning Walk for 25 minutes to monitor the quality of provision. It is important to agree the protocols and parameters (ie this won't be a formal observation) but can take different foci eg pupil engagement, use of TA support, independence, quality of the listening environment or degree of differentiation. Other activities might include reviewing together the impact and progress made by the pupil each term if he/she is part of a targeted intervention programme or simply looking at the pupil's books to reflect on how the targets set for the pupil are supporting progress. This may involve a discussion with the pupil to



hear their views on how well they feel they are doing.

Behaviour & Safety

ToDs have a key role in promoting a positive culture for optimum behaviour for learning and safety. At a policy level we can ensure that Child Protection and Safeguarding, Anti-bullying and Behaviour policies refer to the needs of the pupil with HI in the school ie are they bespoke or off the shelf. Similarly ask to contribute to the Single Equality Scheme and Accessibility Plan so that these reflect the needs of the pupil. Again we support the school by jointly recording the pupil's participation in clubs, trips, school council or areas of responsibility. Our own records need to note how well the pupil is included and growing in confidence through IEP and Annual Review opportunities.

Leadership & Management

There are many ways in which ToDs influence this area – often subtly. Fundamental is the need to ensure that both the school and the service have set out their Local Offers so that parent/carers and young people know what they will be getting (see the SE7 14 questions on their website). Our training of school staff at individual, team or whole school level is critical, but do we record its positive impact? If we are in a school regularly for high need pupils it is good to set out a year's schedule of activities with the SENCo to ensure that all the above are timetabled including regular slots with him/her and possibly even a chance to meet the SEN Governor and other key stakeholders.

As I began, none of this is revolutionary; however it is now more critical than ever before in these days of value for money, impact and outcomes that every visit counts. As ToDs we need to take the initiative in setting the agenda so that we support and challenge in equal measure and have a secure evidence base of the difference we have made for the pupil, the family, the school and the service.

Gary Anderson is Principal Consultant, Inclusion and SEN, Babcock International Group.



NatSIP workstreams

In the closing plenary session of the conference [Lindsey Rousseau](#) gave an update on NatSIP's current activity

Since the last contribution to the BATOD magazine about the National Sensory Impairment Partnership (NatSIP) the partnership has continued to go from strength to strength and it is a privilege to have the opportunity to work with BATOD colleagues at the 2014 Study Day.

This year's theme of Effective Practice sits well with the overall aims of NatSIP as, without the demonstration of effective practice, we will all find it hard to improve outcomes for children and young people with sensory impairment.

For the plenary session of the Study Day I have been asked to give an update about the work of NatSIP, nearly one year into the contract we secured in 2013 with DfE, to support the government in the development of the current SEND reforms. The Children and Families Act 2014, along with the Code of Practice when it is published, will see the most significant change to our daily working for many years. How we make it happen and with success for our young people and their families, with Education Health and Care Plans, Local Offer, Schools Offer and Joint Commissioning is a challenge to us all. The most effective way of securing as smooth a transition as possible to the new processes and legislation is through being professionals who are well informed and up to date.

NatSIP, within the contract with DfE, has seven workstreams to support the profession and all the partner organisations we work with, as we go forward into this very different landscape. In summary these workstreams will be:

- Objective 1: Improving Outcomes benchmarking and quality of management information on CYP with SI
- Objective 2: Supporting Implementation of the SEND Reforms
- Objective 3: Funding reforms for schools, settings and colleges
- Objective 4: Advising on teaching and learning strategies to support the curriculum reforms
- Objective 5: Creating an Online Resource Portal for Sensory Impairment
- Objective 6: Development of specialist skills – Workforce Development
- Objective 6a: Development of specialist skills for BSL and sign support
- Objective 6b: Development of resources to support braille literacy in blind children
- Objective 6c: MSI/Deafblind Interveners for children and young people
- Objective 7: Post-16 Transition Pathways for CYP with SI.

Many of you are already engaged with our work in these workstreams, and the work of NatSIP outside the DfE

contract, and we are very grateful for your help in taking the developments forward for the benefit of all those who want to see better outcomes for SI learners.

In this conference edition of the BATOD magazine there is an article about the workshop given by Ros Kendrew, who leads the NatSIP curriculum workstream (Objective 4). Ros and another workshop leader today, Tina Wakefield, are also working with me on NatSIP workforce development (Objective 6). In order to develop and publish useful guidance for the SI sector we need to work collaboratively and ensure that we collect views from across the UK and from professionals in all settings. We are fortunate that engagement with colleagues in NDCS and with Lynda Holland from The Ear Foundation on workforce development has allowed us to take forward one of the big questions for SI support services at the moment – how do services demonstrate that they have contributed to effectiveness, within local provision, in raising outcomes?

The Quality Assessment support pack that NatSIP is developing to assist services with a self-assessment framework, brings existing Quality Standards up to date and links across with the new Ofsted and other Quality Improvement frameworks. It has been an exciting voyage of discovery. Through workshops (in London, Nottingham, Bristol and Leeds) we have discovered many useful evaluation tools which services have developed and are happy to share for use as peer review. The tools that some of you are using are of a very high quality and we are pleased that you will allow others access to them through the QA support pack.

Another advantage of the BATOD Study Day has been the close working with Gary Anderson in the building of his workshop on influencing and challenging mainstream practice. Gary's proforma, which looks at the current Ofsted drivers in SEN in schools and settings, aligns neatly with the QA support pack.

There is no single approach that will fit all services, but there are several themes and sources of information that are covered in the support pack, including:

- What do we already use?
- What works well?
- How do we evidence it?
- How do we moderate this evidence and the conclusions we have come to?
- How do we feed back this information into practice and let stakeholders know that things have changed?

The NatSIP QA pack will be launched at the end of April 2014. NatSIP encourages services to use the QA pack as a tool to review the impact of their provision and to

► *Continued at bottom of next page*



NatSIP workstream 4

Ros Kendrew and Jill Jones discuss the activities of workstream 4
– advising on teaching and learning strategies



The National Sensory Partnership (NatSIP) is a unique national partnership of professionals and voluntary organisations working to improve outcomes for children and young people with sensory impairment.

A two year contract for the provision of specialist information, advice, support and training to improve the outcomes for children and young people with sensory impairments, in the context of the wider SEN reforms, was agreed between NatSIP and the Department for Education in April 2013.

The contract consists of seven objectives or workstreams each of which supports the aims of the contract and is tasked to deliver clear specific outcomes in a timely fashion.

Work Stream 4: Advising on Teaching and Learning Strategies is concerned with providing supportive information and other materials to parents, professionals and others working out in the field to ensure that they understand the curriculum reforms and their possible impact on children and young people with sensory impairments including MSI.

The main areas of activity in the first year have involved:

- Consulting Service leaders and frontline staff to identify areas of need and identify how NatSIP can support them in meeting the challenges of improving outcomes and raising attainment

- Developing online resources and information across the three disciplines through the NatSIP website: www.natsip.org.uk
- Producing and publishing information entitled: Curriculum Development Briefing Note available on the NatSIP website that summarises and explains the Government's current initiatives and curriculum reforms
- A report commissioned from the Deaf Ex Mainstreamers Group Ltd (DEX) on the specific issues for BSL (British Sign Language) users that arise from the reforms and which would identify best practice which will help meet the challenges.



► Continued from previous page

consider where further action is needed to improve outcomes for children with sensory impairments. We hope that it will help ensure that specialist services are on the front foot in evidencing their effective practice.

One of the advantages of web based materials is that they can be reviewed and updated as the need arises. Ofsted is currently running a pilot SEN study, in 30 LAs, looking at local area responsibilities within the Children and Families Bill. The sharing of good practice events

resulting from the study, and the development of a self-evaluation tool, are scheduled for July 2014. This may mean that we will be updating the NatSIP QA support pack or linking further guidance to the Ofsted developments at a later date this year.

As always, all the details about the work NatSIP is undertaking with partners, and the recent publications, will be found on the website: www.natsip.org.uk

Lindsey Rousseau is the facilitator of NatSIP.

Jill Jones from DEX writes about the BSL Focus Group

Fifteen deaf young people came to Leeds one rainy, cold Saturday in November 2013 to attend a focus group run by DEX commissioned by NatSIP to consult with young mainstream BSL users and to lead to a report. The purpose was to identify, from deaf young people, what they thought the impact of the Government's reforms would be on BSL users in mainstream education and identify best practice in supporting improvement of outcomes and raising attainment.

DEX decided to do this by running a focus group using the organisation's experience of participation with deaf young people. Due to time and funding limitations DEX undertook engagement in a one day event, which was a mix of consultation, social time and fun activities.

Thanks to the cooperation of Hearing-Impaired Services in the region, colleges, youth centres and a Muslim Deaf Group, DEX received interest from 22 deaf youngsters. Fifteen were available on the day; nine were of BME origin with the remainder being Caucasian British. Of the 15, only two were female. One member had Ushers Syndrome and another was deaf/blind.

The group was asked to identify subjects that they liked at school. Results were mixed, however; nine identified Maths as a subject they liked because of its

visual nature and nine liked IT.

In addition there were concerns expressed about the length of exams and the use of extra time as well as the move towards 100% terminal assessments, which they felt could be detrimental to them.

All the participants thoroughly enjoyed the day and appealed for more meetings in future. DEX utilises involvement theory and practice for meaningful engagement of young people and service providers, so stresses the importance of planning participation projects that include more than one-off consultation.

DEX's report has been used by the NatSIP Reference group to produce:

'A Summary of the deaf young people's participation project on the National Curriculum and proposed reforms' (February 2014) which was launched at the BATOD Conference in March.

It is also available to download from the NatSIP website: www.natsip.org.uk

The report also details NatSIP's response to the issues identified. The findings will inform several aspects of NatSIP's future work.

Ros Kendrew is a NatSIP associate and Jill Jones is the Company Secretary of the Deaf Ex-Mainstreamers Group and DEXperience Facebook pages.



BabyBeats

by Advanced Bionics

*A musical journey of sound, music, and voice
helping little ones learn to listen and communicate*

Children should begin developing communication skills during the very first year of their lives. For families with children experiencing hearing loss, Baby Beats by Advanced Bionics is a motivating, fun program to foster listening and communication development in natural settings, both before and after using hearing aids or receiving cochlear implants.

The Baby Beats Early Intervention Pack contains:

- Baby Beats Parent Guide
- Baby Beats Music CD
- Instruments
 - Ocean Drum for Infants*
 - Maracas for Toddlers*
- Transportation and Animal Picture Cards
- Duck
- Baby Beats Travel Bag



If you are a professional working with babies with hearing loss and would like to learn more about this important resource, email us at spp.uk@advancedbionics.com



Optimal attainment for deaf children with additional and/or complex needs

Wendy McCracken and Anne Roberts describe the various approaches which are used to offer support



The challenges of providing quality educational services to children with additional and/or complex needs are great. Systematic adjustments to service provision are required if this diverse group of children are to receive the education to which they, like all children, are entitled. Time spent establishing programmes of support may be significantly greater for these children and benefits harder to measure. However, failure to do this can add to the disabling effects of their needs, and leave these children on the margins of their attainment and society.

Participants at the workshop were encouraged to develop their practice by considering the workshop content with reference to particular children on their caseloads, sharing their understanding and views with the group and then considering changes to their approach in light of this. The focus was on deaf children with any degree of complex and/or additional need, rather than specifically on the children classically considered to be 'complex': those with severe or profound additional needs and conditions such as cerebral palsy, MSI, ASD, SLD, PMLD, or one of the many disabling syndromes.

Participants considered a range of models of support proposed by Anne to represent approaches to the education of deaf children with and without additional and/or complex needs which may be seen in varying measure in contemporary English schools.

These were named the 'Another doing', 'Special', 'Generalised SEN', 'Stretch' and WRAPD.

'Another Doing'

This model 'enables' the child to 'achieve' in spite of his or her needs. Scaffolding is so significant that the child's spontaneous, independent abilities are not significantly involved in learning activities. The child is required to comply with the directions of the adult at every point of the activity. Failure of the child to participate may be perceived to relate to emotional and behavioural needs in the child rather than the inappropriate nature of the 'support'.

'Special'

The child is thoroughly accepted as he or she is. Few demands are made of the child in any respect, because he or she is different. The child may be defined by what he or she cannot do, or his or her difference. Special concessions may be given to the child simply because of his or her difference. The child's diagnoses may cause others to respect simple existence or apparent happiness. Expectations that the child may function to the limit of his or her abilities, or even develop these, may be seen to be disrespectful, unreasonable, or even harsh.

'Generalised SEN'

In this model approaches may take diagnoses given to the child and generalise them to limit the child's potential,

or even to add disability to the child: 'she has ... therefore she will never ...' or 'he has... therefore he will eventually do ...'. Alternatively these approaches may perceive that any label of SEN, especially when it is very severe, may automatically imply global special needs and low expectations. For example: a child with severe cerebral palsy may be assumed to be incapable of sensitive compassion or imaginative thought.

'Stretch'

Comments such as 'she's coping', or 'it's important for him to 'keep up'' may be prevalent in this model. The child may develop a very small understanding of topics being considered. Before the child has been enabled to add this understanding in a meaningful way to concepts he or she has already acquired, the child is required to move on and consider new topics. In this way holes in understanding are developed; full understanding is limited and new learning is often precariously balanced on poorly established foundation concepts.

WRAPD

This model seeks to ensure:

The **W**hole child is considered broadly, sensitively and fully in all contexts. He or she is assessed in a manner which enables the whole team around the child to appreciate what good practice will look like (through a Statement of SEN, care plan, IEP or similar)

Respected (all strengths investigated and **A**cknowledged, all special needs **B**orne in mind, the child **C**hallenged normatively),

Agreement by the whole team is made about whole child priorities

Planned SMART attainment targets relevant to all agreed priorities are recorded in plain English

Differentiation of the curriculum provided for the norm is guided by these targets and the child's current abilities.

A proforma for individual lesson differentiation in this manner is available on the BATOD website.

Anne proposed the use of the WRAPD model, which reinforces both wholehearted attention to the details of currently agreed national standards of SEN practice¹ and the principles of the proposed 2014 Code of Practice². Anne has used this model consistently in recent years in a variety of settings to secure learning and attainment for deaf children with a very wide range of complex and/or additional needs. She proposed that the WRAPD model is necessary for the optimal development of all children, but that its complexity and breadth will develop in proportion to the complexity of a child's needs. The more severe and complex the needs of the child, the more wide-ranging, detailed and time-consuming the development and

execution of the model will need to be. But similarly, the more crucial its effective use will be to truly optimal attainment by that child. It was agreed that the time-consuming nature of this model in its entirety might render it impractical for more than the children of most significant concern in a class or on a caseload at any one time. However, once established as a model for working with any child it would tend to become significantly less time-consuming to maintain, leaving time to develop it with new children.

Participants discussed how adherence to the WRAPD model can effect significant change. Where learning objectives for the whole child are very clear to all involved, unexpected changes to class activities, curriculum content, pupil health or staff health and availability never need prevent the ongoing learning by the child. Differentiation can become a matter of enabling children to learn in all of their environments, with the caveat that optimal, specialist learning environments are created wherever necessary.

Participants also discussed the professional challenges they face in seeking to implement models of support which are effective. The challenges of working with line managers, head teachers, teachers and teaching assistants who do not share their understanding of children's needs, their perception of priority, their commitment to meeting children's individual needs, or their expertise in delivering programmes of study were all mentioned as sometimes being significant to the Teachers of the Deaf present. Participants were encouraged to remember the significantly specialist nature of their skills, which may sometimes give them unique responsibilities to work sensitively and closely with others in order to raise their awareness of individual children's learning needs and potentials. Teachers of the Deaf may be uniquely equipped to consider the whole child. The WRAPD model encourages movement away from 'silo' working. It also encourages a focus on short term, child-specific requirements which might be more easily accepted or achieved than universal changes to large systems. These larger changes must be requested, but may take many years to effect. There is anecdotal evidence of the sometimes significant impact of small, child-specific changes helping to sway the generic understanding of the benefits of larger changes.

There was insufficient time to consider participants' own case studies in the light of this discussion. All participants were encouraged to maintain dialogue with Anne and Wendy beyond the workshop as required. The development of individuals' practice as a result of the workshop is important.

Wendy demonstrated how non-verbal tests of ability can be used to inform the assessment of children's potentials. She gave examples of how they can clarify the significance of levels of attainment in the language and other assessments conventionally used by Teachers of the Deaf and thereby act as indicators of valued added and/or required. She also provided participants with information about Naglieri (a non-verbal ability test) amongst other materials and encouraged us to consider using them. She and Anne reported that: they have found

the Naglieri easy to administer to a range of deaf pupils aged four to sixteen years without significant learning difficulties: the children have often been seen to enjoy the tests because they do not rely on language and video recordings of the test process can also provide valuable insights to the child for staff and parents alike.

Case Study

Wendy concluded the workshop with an apposite and challenging example from her experience.

Child P 7.8 years old quadriplegic, HI, VI and SLD wore glasses and hearing aids

- Lack of detailed information in pupil file.
- No inter-agency discussion.

Concerns: P

- would not raise his head to give eye contact with Teacher of the Deaf, became anxious when expected to
- screamed when on survival blanket with coloured torches [to improve reaching]
- fitted and went navy blue when he had a seizure whilst tapping; icing and brushing were carried out by the TA (after SaLT recommended this to improve muscle tone). This required a 999 call.

Information which, if shared would have prevented the above:

- P had heminopia such that he could only see the Teacher of the Deaf if he kept his head down
- the scrunch sound of the survival blanket was 87dB at P's ear level and inappropriate for a hearing aid user
- details about known triggers to seizures

All agencies tried to do their best and all made life and learning harder for P.

Had there been adherence to all of the elements of the WRAPD model, the relevance and subsequent synergy of the approaches would have had very different impacts on the child.

The WRAPD model does not add anything truly different from that which is expected for children without additional needs. It is harder to establish for children with the most complex of needs. We must question why it might be considered that these children should not receive the time and funds necessary to give them at least what is expected for their peers: an education which seeks to enable the fullest possible attainment for all.

Anne Roberts, OPTIMA: Enabling Services for Deaf Babies, Infants and Children.

Wendy McCracken, Professor in Deaf Education, University of Manchester.

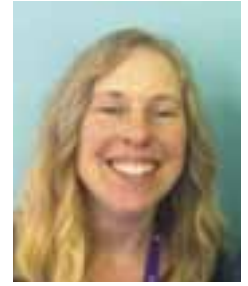
1 SEN Code of Practice 2001 DfES
Search <http://webarchive.nationalarchives.gov.uk/>

2 Draft SEN Code of Practice 2014
DfE, under consultation at the time of writing – visit the DfE website



Cued English & BSL

Lee Fullwood and Cate Calder discuss their use of Cued English in conjunction with BSL to teach phonics to profoundly deaf pupils



Historical Context

Cued Speech (CS) was originally implemented at the Exeter Royal Academy for Deaf Education in 1979 in what was then called the Partially-Hearing Department. Essentially, CS augmented the oral regime of the time and many teachers were enthused by its impact on the language development of these children. However, in 1985 Signed Supported English (SSE) became the mode of communication and CS died out almost completely within the next ten years. The population of students was also changing as the partially hearing students were mainstreamed more and more. The English levels of the students were not improving and statements, such as, '... virtually no child with deficient phonological skills develops reading ability with ease' (Stanovich, West & Cunningham, 1991; 220) highlighted the issues that deaf children faced in trying to become literate because of their limited phonological development (Gray, 1995; Sterne, 1997). In 2006, the same year as the Rose Report was published, the school was going through a transformation to a Sign Bilingual communication policy. SSE, by that time, was known to deliver poor English grammar as well as decontextualised sign (Knight & Swanwick, 2002). With new understandings about the need for deaf children to develop phonological awareness (Knight & Swanwick, 2002; Kyle & Harris, 2006), we decided to look again at CS to see if it could provide this skill for our students. CS gives deaf children visual access to English at language level enabling them to turn English into 'inner speech' which would lead to 'written speech'. The name Cued 'Speech' does sometimes lead to the misunderstanding that it is a tool to 'make deaf children speak' rather than give them understanding of English; we wanted it to help us develop phonological awareness and face to face interaction in English so we renamed our methodology as Cued English (CE) within the school.

The Sandwich

How could CE be used to meet our goal of a fully bilingual environment and deliver complete access to English? While sign bilingualism supports the use of BSL as the main language of instruction to deliver a broad curriculum and thus develop positive deaf identities in the students, a major goal is still the development of literacy. To do this, there needs to be a bridge between the students' preferred language (L1), BSL, and the target language, in this case written English (L2) (Mayer; 2012). We decided to use CE with BSL using a sandwich technique based on Dodson's (1967) model for learning another foreign language.

Dodson (1967) proposed the sandwich procedure for teaching foreign language dialogues. Dodson argued that it gave the most direct form of access to meaning possible

by using oral mother-tongue equivalents at sentence level to convey the meaning of unknown words or structures in the L2. Interference from the mother tongue would be reduced because the teacher would say each dialogue sentence twice, with the mother tongue version (ensuring the conveyance of meaning) sandwiched between.

The emphasis of this model is to use the strengths of L1 (BSL) to introduce L2 (English text) sequentially.

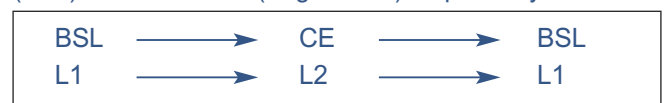


Figure 1. BSL users who have had little or no English (either orally or through Cued English).

As the students become more skilled with understanding English text, the use of BSL can diminish and the focus on English could increase. It is important to take a flexible approach for each child based on their language progress in both L1 and L2. The next sandwich model is used when the comprehension of English text has become stronger but BSL has continued use to ensure comprehension.

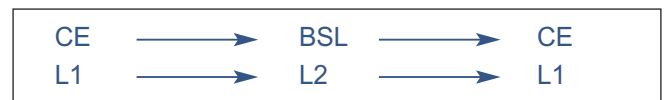


Figure 2. BSL users who also show good comprehension of English text

When conversations are being held using BSL and CE with students who are competent users of both languages, the last bit of the sandwich is often dropped or the conversation would become too laboured. The interlocutor is aware, however, when the student may need support or repetition.

Print-based literacy development requires the development of face to face language, English. The conversational form of language is so important that it has been called the engine of literacy development. Poor language and reading development in deaf children is linked to their failure to acquire conversational forms of language (Eleweke & Rodda, 2000). The above examples of sandwiching can also help deaf students develop face to face English from their strengths in face to face BSL. Using this 'bridge', then, not only supports literacy directly by giving students direct access to the written word, but also indirectly in that the skills of the conversational form of English can be developed face to face.

Outcomes

Code-related constructs:

Phonemic Awareness – students were able to use the cues for the 44 sounds of speech to develop a strong

recognition of each phoneme as pure (visual) sound. They were able to progress from no phonemic awareness, or very low level (one or two phonemes recognised) to being able to recognise – from cues or spelling choices – all 44 phonemes.

‘Letters and Sounds’ – linking phonemes to spelling choices is supported by the use of adapted THRASS (Teaching Handwriting And Spelling Skills) synthetic phonics resources. Each student can now give a range of spelling choices for each phoneme and give the appropriate phoneme from given spelling choices.

Language-related constructs:

‘Language is unique among precursor abilities in its pervasiveness for both early and later reading competencies and for the duration of its effect on reading comprehension and for its effect on reading comprehension as code breaking turns into meaning making’ (Dickinson, Golinkoff and Hirsh-Pasek, 2010)

The focus initially was on using the system of Cued English to develop phonemic awareness but without the context at language level this can only be of limited benefit. Using the sandwiching techniques Cued English, at language level, is now showing real impact on the students’ learning. Students are encouraged to receive a message in Cued English (this is often written out as well), then they discuss their ideas on everything from the spelling choices to the meaning of words. They will then work out for themselves how to represent the meaning of the message in BSL (checking no use of inappropriate signs that misrepresent meaning eg ‘in’ signed as ‘inside’ when meaning ‘in the sky’). They then cue the whole sentence from reading it often showing excellent self-correction skills as they adjust their visual representation to the correct phoneme un-helped by the spelling choices (tree/z/ rather than tree/s/). They may choose to ‘bridge’ between the two languages using a blend of signs and cued words (we have called this language switching SignCueing), they follow the English word order and cue every word unless it is too complex to cue; these words they then represent with a sign. It is fortunate that the high frequency words (eg as, in, on etc.) in English are simple to cue and so do not ever get ‘missed out’ or misrepresented as they may with sign-supported English.

An example of a SignCued sentence by a student (C – CE / S – Signed):

See (C) the (C) sun (C) in (C) the (C) sky (S) and (C) the (C) blossom (S) on (C) the (C) trees (S).

Giving the students the means to understand and discuss the differences between the two languages and practice representing the same message in each, has enabled them to improve not only their L2 English skills but also their L1 BSL skills too.

It is interesting to note that no English lip-patterns are used by students when they are conveying a message in BSL but when they use any cued words they spontaneously use appropriate English lip-patterns.

The ease of cueing high frequency words – in, on, the, is, it, at etc has been beneficial to staff who are still developing

their skills in BSL. They are able to visually represent a spoken sentence fully by blending the two systems until their skills reach a level that they are able to use clear unvoiced BSL and voiced Cued English as appropriate.

Challenges

Obviously a drawback of this technique is the length of time involved in teaching two languages but there may be benefits in interlanguage transfer (Knors & Marschark, 2012). Language interference, or language switching, may also be used by bilingual children. This interference may simply be as a result of knowledge and skills not yet possessed in L2 that are possessed in L1. The use of L1 with L2 reduces the problem of ignorance and frustration.

Some staff have problems with phonemic awareness; for example, one member of staff cued /boɪs/ for boys instead of /boɪz/. Learning to cue the words as they sound, rather than as they are written, is difficult for some. As students, especially those who are still learning cueing, may have difficulty with accents, some staff change their pronunciation to provide continuity in the class eg King /kɪŋ/ could have been pronounced by some accents as /kɪŋg/ so there has been an agreed pronunciation at the start. As the students get used to the system, an exploration of accents provides interesting conversations and is not avoided.

Lee Fullwood is Deputy Principal, Inclusion & Support, at Exeter Royal Academy for Deaf Education.

Cate Calder is a Cued English tutor.

References

- Dickinson D, Golinkoff RM & Hirsh-Pasek K (2010). *Speaking out for language: Why language is central for learning development*. Educational Researcher, Vol. 29, 305-310.
- Dodson CJ (1967). *Language Teaching and the Bilingual Method*, London: Sir Isaac Pitman and Sons Ltd.
- Eleweke C & Rodda M (2000). *Factors contributing to parents’ selection of a communication mode to use with their deaf children*. American Annals of the Deaf 145(4), 375-83.
- Gray C (1995). *Helping Deaf Children towards Literacy During Their Primary School Years: Which Skills Should We Be Fostering?* Journal of the British Association of Teachers of the Deaf, 19, 22-37.
- Knors H & Marschark M (2012). *Language Planning for the 21st Century: Revisiting Bilingual Language Policy for deaf Children*. Journal of Deaf Studies and deaf Education, Vol. 17, No. 3, 291-305.
- Kyle FE & Harris M (2006). *Concurrent Correlates and Predictors of Reading and Spelling Achievement in Deaf and Hearing School Children*. J. Deaf Studies and Deaf Education, 11 (3), 273-288.
- Knight P & Swanwick R (2002). *Working with Deaf Pupils: Sign Bilingual Policy into Practice*. London: Fulton.
- Mayer C (2012). *A Role for Total Communication in 2012?* BATOD Magazine, March 2012, 8, 9.
- Stanovich KE, West RF & Cunningham AE (1991). *Beyond Phonological Processes: Print Exposure and Orthographic Processing*. Brady SB & Shankweiler DP (1991). *Phonological Processes in Literacy: A Tribute to Isabelle Y Liberman*, 219-236, New York: Routledge.
- Sterne A (1997). *Deafness, Language and Literacy*. Special Children, No. 100, 10-12.



'What's in it for me?'

Linda Baxter and Heather Crofts talk about their workshops for deaf young people at the St Thomas' Hearing Implant Centre



During our time working with deaf children and young people we have become increasingly aware of those who develop difficulties with deaf identity and understanding of their deafness. As ToDs, we have both worked previously in specialist provisions within primary schools and have been able to go some way to address the need through Deaf Awareness programmes which we put in place. In 2012 we decided to look into how we could organise something similar for the implanted children and young people whom we support as ICToDs in an implant team. The age group we focus on for the workshops are 9 to 17 year olds, so we run workshops with children from Year 5 and above. For the purpose of this article we will use the term 'young people' to refer to the whole age range.

What are the workshops?

The idea behind the workshops is to get groups of deaf young people together in their local areas to learn and talk about their deafness, hearing aids and cochlear implants. The aim is to support them in developing a positive understanding of themselves as deaf people. From our perspective within a CI team we feel that we should be informing and discussing issues with our CI users and we work closely with local professionals in order to promote this.

Why are we running them?

As well as awareness of the difficulties that some deaf young people have, we realised that those difficulties often occur at a time when they are many years post implant and therefore receiving less input from our team. This will become more significant due to earlier implantation, as many will be around ten years post implant when they start secondary school. From our visits into schools we are aware that this issue is being addressed in different ways and that in some settings it is difficult for ToDs to run such programmes due to the demands for higher levels of inclusion in mainstream. Through running the workshops, we hope this will act as a prompt to schools where no programme is in place, and perhaps give support to others in making a case for establishing a programme.

What are our concerns based on?

We are aware that deaf people are at greater risk of developing mental health issues than those who are hearing. In October 2013 we carried out a 'snapshot' view of our implanted young people. At that time around 60% of our

paediatric caselist were between 9 and 17 years, equating to 125 young people. Of these we had a concern about approximately 30% of them (38), ie that they had some issues with being deaf and/or about wearing their equipment. Of these 38 young people, 42% (16) had taken up appointment/s with our team's Clinical Psychologists for support and advice. Out of those 16 young people, 56% (9) have gone on to have a referral to Deaf CAMHS and a mental health diagnosis.

How do we run them?

Since our first workshop in 2012 each one has been run by both of us as we have found it useful for one of us to keep a written record of the young people's and adults' views and ideas throughout. We present the workshop using Sign Supported English when appropriate in order to have direct communication with the young people, although on some occasions BSL is more appropriate and staff who are familiar to the young people are able to provide this. We arrange the workshop in a school for a number of the pupils there or we organise for young people from different mainstream schools to be brought together as a group. Usually we aim for between five and ten young people in each workshop as this seems to optimise the opportunities that each has to contribute to discussions. We request that school staff participate in the workshops in order to promote understanding and follow up.

How many have we done?

Eleven workshops have been carried out to date in Kent, Greenwich, Bromley and Medway. A total of 36 of St Thomas' CI users (32% of the 9 to 17 age group)





have attended as well as 26 other pupils from the schools, who were a mixture of implant and hearing aid users. We aim to complete around six workshops per year to include around 20 of our CI users and we would like to include all of our CI users at least once by the time they reach 17 years of age.

What does the workshop include?

We use several prompt questions which young people discuss in pairs or small groups. There are opportunities to share views and feelings with the whole group. A variety of items are used, such as a model of the ear, DVD of how an implant works, photos showing a range

of emotions as well as implants and speech processors to support understanding. Topics and questions cover:

- Am I deaf or hearing?
- What about other people?
- How do I feel?
- Why am I deaf?
- How do I communicate?
- What helps me to hear?
- Model of the ear and how hearing works
- How do hearing aids and cochlear implants work?
- Involvement of staff (hearing and deaf) in discussions
- Hands-on with dummy implants and processors
- Short animation showing how CI works
- History and facts about CIs
- Question and answer opportunities
- One of us making notes re discussions for follow-up.

How do we evaluate?

Prior to the workshop we ask that all the young people complete a short questionnaire which helps us to understand how they feel about their deafness and cochlear implant/s. At the end of the workshop they complete a second questionnaire. This allows us to understand any changes in their feelings and thoughts, to determine the usefulness of the workshop and to find out whether further information or support would be beneficial. A staff questionnaire for each member of staff who participates helps us to further determine the usefulness of the workshop and the likely impact on future deaf awareness opportunities for the children concerned. Below is some of the data from the questionnaire responses. This relates only to the 29 CI users under the care of our team (not the additional young people who attended the workshops).

How do you feel about being deaf?

	Pre-workshop	Post-workshop
Like	50%	72%
Not Sure	32%	17%
Don't Like	18%	10%

Do you know how a CI works?

	Pre-workshop	Post-workshop
Yes	64%	93%
Not Sure	21%	7%
No	14%	0%

How would you describe yourself?

	Pre-workshop	Post-workshop
Hearing	11%	7%
Deaf	43%	50%
Mixture	25%	36%
Don't Know	18%	7%
Hard of hearing (one pupil used this term)	4%	0%

Primarysign.com

Primary Sign is an online learning resource that introduces children to British Sign Language in a fun and interactive way through animations, games and activities.

- First of a kind
- Easy to use
- Fun for all
- Extremely affordable
- Secure online environment
- Supports language development
- Supports family learning
- Provides access to BSL for all

m: 07989 447 429 t: 01254 54411
e: schoolsignlanguage@gmail.com www.primarysign.com
f: primarysign t: primarysign

It was interesting to note that a number of young people who didn't use sign language and were in mainstream schools, were uncertain about the terms 'deaf' and particularly 'hearing.' In the questionnaires there are opportunities for comments to be written and some common views were:

- Speech processors and hearing aids made the users feel different from their peers leading to them to do their best to hide them.
- Equipment could be removed or switched off when the user did not want to hear or listen.
- Implants helped them to hear, giving various examples.

Resources for follow-up

We have put together some follow-up ideas for use in schools, set out in different curriculum areas, eg Science: Understanding how hearing is tested and what an audiogram means; ICT: Researching the development of hearing aids and CIs; Literacy: Interviewing a deaf adult and writing a report; PSHE: Discussing and writing views about different modes of communication.

We give each child a copy of the NDCS 'Who am I?' booklet and a CD for the CI users and the 'Who am I? Parent to Parent' booklet to encourage further discussion at home. There are a number of programmes available and in use in schools so we recommend that ToDs take a look at these to see what would be appropriate to use in their own setting. The 'Personal Understanding of Deafness' is a specialised curriculum for hearing-impaired children aged three to 16, to promote independence and self-confidence. It is co-ordinated by Jackie Salter and available through The Ear Foundation. 'Healthy Minds' is a resource for

professionals working with children aged eight to 18. There is a training programme available from the NDCS. See the NDCS website or contact ehwb@ndcs.org.uk

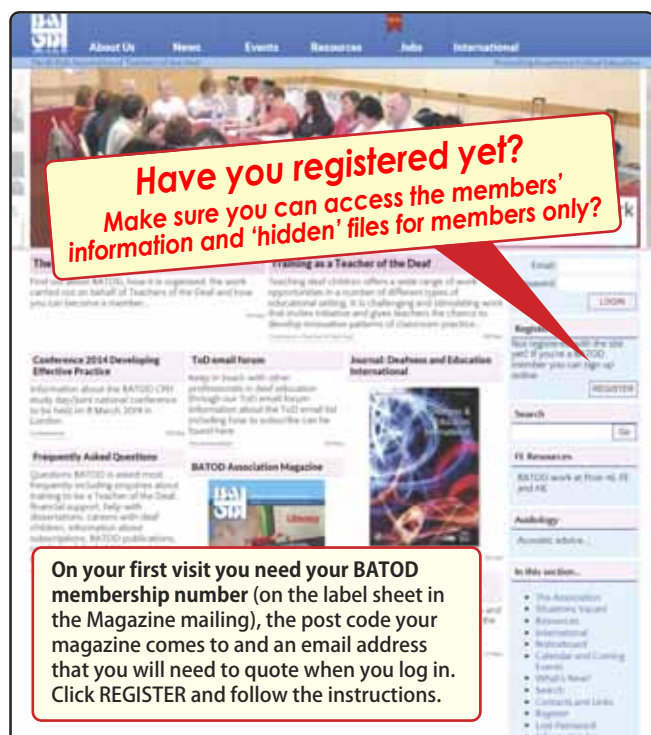
Future plans

Of course one thing tends to lead to another and in running our workshops we have realised that there may be benefits in setting up a parent workshop in order to discuss some of the issues raised with the young people. We are also considering those children who have complex needs because the current workshop isn't accessible to them and they make up around 20% of our case list.

We can look at data and statistical significance but in reality we all just want to make a real difference for the young people we support. This is the feedback from a school about a 13 year old pupil who had attended a workshop (having been a reluctant CI wearer around her hearing peers).

'She came back to school after your workshop and said it had been the best day of her life. She wanted to change to attend the school with the other deaf pupils and she has since volunteered herself to meet and talk to another hearing aid user in order to help him because he doesn't like wearing his hearing aids.'

Linda Baxter and Heather Crofts are Implant Centre Teachers of the Deaf at the St Thomas' Hearing Implant Centre.



Have you registered yet?
Make sure you can access the members' information and 'hidden' files for members only!

On your first visit you need your BATOD membership number (on the label sheet in the Magazine mailing), the post code your magazine comes to and an email address that you will need to quote when you log in. Click REGISTER and follow the instructions.



Cued Speech
Makes spoken language visible

Learn Cued Speech in beautiful Devon

Why not join our weekend Summer School in 2014?

- Suitable for families and professionals.
- Outdoor activities for older children and a crèche for the little ones.
- To be held in Devon from 1-3 August 2014.

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

For more information and bookings please contact
LES

Cued Speech Association UK, 9 Jawbone Hill, Dartmouth, Devon TQ6 9RW
T 01803 832754 E info@cuedspeech.co.uk W cuedspeech.co.uk
Charity registered in England and Wales No. 276022 Company limited by guarantee No. 1417967



Phonic check

Trish Cope considers a range of issues arising from the phonics screening check and suggests how Teachers of the Deaf can respond to them

Background and Context:

There appears to be little gathered evidence about the experience of deaf pupils who undertake the phonics screen at the end of year 1. Compiling and analysing their experiences and the outcomes would support professionals who are concerned about the best approach to teaching phonics and supporting deaf pupils who undertake the screen and furthermore, what flexibility they have in teaching reading to deaf children.

The current approach to teaching phonics is based on the recommendations of the Rose review published in 2006 (Search <http://webarchive.nationalarchives.gov.uk>)

Jim Rose made it clear that not all children fell within the scope of his review and recommendations:

‘Provision for children with severe auditory or visual impairments is of such a specialist nature that it was not possible, within the scope of this review, to give these important areas the attention they require. Nevertheless, contributions were invited from leading organisations, including the British Association of Teachers of the Deaf, the South East SEN Regional Partnership, and I CAN. It was clear from these contributions that a wide range of expert support and guidance is available to help settings and schools match provision to need’ (Paragraph 158).

‘Moreover, leading edge practice bears no resemblance to a ‘one size fits all’ model of teaching and learning, nor does it promote boringly dull, rote learning of phonics.’ (Paragraph 34).

It is clear from these remarks that Teachers of the Deaf should be developing interventions that provide the best opportunities for developing reading which recognise the impact of deafness on listening and language as well as meeting other individual learning needs.

The section within the National Curriculum Framework (2013) on inclusion (Search <https://www.gov.uk>) reiterates the Statutory Inclusion Statement that schools must:

- set suitable learning challenges
 - respond to pupils’ diverse learning needs
 - overcome barriers to learning
- (Search for Statutory Inclusion Statement at <http://webarchive.nationalarchives.gov.uk>)

It also acknowledges that ‘a minority of pupils will need access to specialist equipment and different approaches’. This group will include at least some deaf children. One role for Teachers of the Deaf is to develop

the understanding of inclusion amongst professionals, amending the misconception that it is about where children are learning, whom they are learning with or adopting the same approach for everyone.

Some Teachers of the Deaf have been unsure how much they can adapt or change the approach to phonics used in mainstream schools. It is clear from the above that, when an approach is not helping deaf children to develop the necessary skills well enough, they can and indeed must develop interventions that meet individual needs and promote good learning. Considerable discussion on what constitutes ‘good teaching’ has been prompted by recent comments from Michael Cladingbowl (Ofsted’s National Director, Schools). He has made it clear that inspectors are focused on the outcomes for children – the knowledge and skills that they are learning. The key question for Teachers of the Deaf is:

‘Is this child learning well so that they have the necessary skills to read fluently and with understanding?’

From the above it is clear that Teachers of the Deaf must develop programmes of learning that respond to the individual needs of the child taking account of styles of learning as well as the impact of deafness. These may be based on the programme adopted by the school but should be adapted or replaced as required. It is important to make the minimum changes needed to make the most impact on learning.

Phonics Screen: Responding to the Results

One of the concerns about the phonics screen that was expressed during the consultation process was the risk that it may focus teachers’ attention too narrowly on one aspect of reading at the expense of others. There is a risk that, for children with special educational needs and/or disability, the use of other or additional approaches to developing reading is ignored and other skills are not exploited.

In its response to the consultation about the Phonics screen, the Department of Education (DfE) stated that: ‘The responses to the consultation were clear that we should allow schools to determine the type of catch-up support they provide for their pupils who need extra help. We agree that schools are best placed to make these decisions’.

However it also agreed to explore ‘signposting to different types of support’ with schools involved in the pilot process.

As a result, in February 2013, the DfE published:

The phonics screening check: responding to the results: Departmental advice for reception and key stage 1 teachers

This document provides guidance to schools on the ways in which they might respond to the needs of both individuals and groups of pupils who do not reach the expected level of phonics development. The fact that it is intended for reception teachers as well as Key Stage 1 teachers makes it clear that schools should be proactive in the early years as well as reactive to the results of the screen.

The degree to which an approach will need adapting depends on the particular needs of individual deaf pupils.

In its document, *Responding to the Results* (Search <https://www.gov.uk>), mainstream teachers with deaf children in their class, are advised to consult a specialist teacher of children with sensory impairment. It acknowledges that 'research suggests that some of these (SEND) pupils will need more sustained intervention than can be provided by time-limited programmes in order to give them the solid foundations they need'. They also need appropriate programmes – not simply more of the same programme, if it has not, so far, resulted in expected progress.

When considering the needs of pupils who have Speech, Language and Communication Needs (SLCN), 'Responding to the Results' recognises that:

'For phonics teaching to be effective, pupils must have developed the full range of auditory skills to be able to listen to, understand and interpret sounds.'

These pupils may have some needs that are similar to those experienced by some deaf pupils. They may not have difficulty in hearing and discriminating sounds in words but in understanding their significance – deaf children may have difficulty with both.

Furthermore, whilst there is an expectation that most pupils, once they have decoded a word, will understand its meaning, this is not an assumption that can be made for all deaf pupils, just as it cannot for pupils with SLCN. So the advice given for this group of children is also applicable to deaf pupils who experience similar difficulties.

'Interventions for them may also require a broader focus than just support for phonics, since they will generally have significant difficulties with attention and listening; remembering sounds and words; discriminating between sounds; recall; and phonological awareness.'

So, it is clear that there is recognition that particular groups of pupils may need a distinctive approach both to the teaching of phonics and to the broader task of reading. The learning needs of deaf children, their levels of listening and language development will be known in considerable detail prior to the start of formal education as a result of using the Monitoring Protocol and other

specialist assessments. Based on this, professionals can plan appropriate and effective interventions which include phonics but are not necessarily exclusively phonics-based.

Planning effective teaching of phonics skills

The ability to decode and encode words requires both knowledge and skills:

- knowledge of grapheme/phoneme correspondences (GPCs)
- the ability to use this knowledge in order to blend graphemes to read and segment phonemes to spell.

The foundations for such phonemic (1) work, are in learning to listen – reading, for the vast majority, is an auditory-visual task and listening skills underpin the recognition of the phonemes within spoken words. Whilst the relationship between phonological (2) skills and literacy ability for deaf children is not clear, it is inevitable that children who are still learning to detect, discriminate and identify environmental sounds will struggle with the phonemic requirement necessary for phonic skills.

A thorough knowledge of the framework within which such skills develop and rigorous assessment of the abilities of individual children are vital if **suitable learning challenges** are to be set. Regular, accurate assessment is key to identifying the next steps in learning and evaluating the effectiveness of intervention.

In **responding to the diverse learning needs of deaf children**, Teachers of the Deaf need to draw on all their knowledge of deafness and its impact as well as their understanding of the reading task, theoretical models of reading and their ability to work collaboratively with others.

To **overcome barriers to learning**, some deaf children may need additional differentiated teaching. In learning to segment, that is identifying sounds in words in the order in which they occur, teachers may need to:

- expand the section on oral segmenting within published phonics programmes
- adapt some of the activities suggested
- make use of activities that may be associated with 'analytic phonics' such as comparing initial sounds and finding similarities and differences between words
- teach children to identify initial, medial and final sounds, recognising the order in which they occur; whilst they may be doing this intuitively they need to have a meta-awareness that allows them to talk about it
- use acoustic highlighting and sensitive modelling to help deaf children to identify and manipulate sounds in words.

In learning to blend, deaf children may find it helpful to draw on alternative ways that do not exclusively rely on GPCs, such as using

- onset and rime
- morphological clues.

If Visual Phonics is used, teachers must ensure that it not only supports the knowledge of GPCs but also the skills of segmenting and blending.

For some deaf children the groups of sounds used in phonics programmes may need adjusting. Many incorporate /s/a/t/p/ as children are just beginning to develop GPCs and use them to blend and segment. Teachers will need to take account of their knowledge of speech acoustics to decide whether this is suitable. It may be helpful in the initial stages of phonics teaching to use sounds that:

- are more audible (intensity and frequency will contribute to this)
- use long rather than short vowels
- have lip-reading to provide additional clarification.

Expectations of deaf pupils' ability to make effective use of their residual hearing have increased with recent technological developments but this does not afford them 'normal' hearing and Teachers of the Deaf must take account of this.

As well as the above adaptations, Teachers of the Deaf and Specialist Learning Assistants working under the direction of Teachers of the Deaf may make use of the following general advice:

- clear explanation of the task
- sensitive modelling (adult may make mistakes for pupil to identify, correct and explain)
- encouragement (to 'have a go')
- constructive feedback on pupils' contributions to enable learning (not just 'good try')
- practice (with a purpose whenever possible)
- promoting reflection rather than reaction – think before responding; adult may model the thinking process
- participating in rather than supervising games
- discussion that uses the required vocabulary
- opportunities to use phonic (and other) skills in real reading situations
- support in choosing appropriate reading materials
- support for listening and language with strategies that can be used throughout the day along with some time on task in quiet listening conditions
- ensuring sounds and activities present sounds that are audible but not uncomfortably loud
- effective assessment for learning; detailed assessment of listening and language as the foundation for effective literacy
- adjusting the pace by breaking down learning into smaller steps and providing additional one-to-one teaching
- training so that all those involved:
 - 1 understand the impact of the individual child's hearing loss
 - 2 can use specialist equipment effectively

- 3 have high, realistic expectations
- 4 understand what the child's current level of functioning is and what the next steps are
- 5 use suitable strategies to support learning.

Finally, rigorous audiological management is vital. Technology may appear smarter but it's not so smart that it doesn't need to be set up properly, regularly checked and thoroughly evaluated.

Phonics teaching should always be set within a broad rich language curriculum. In their response to the consultation on the phonics screen, the DfE states:

'We do not underestimate the importance of teaching wider reading skills. All children should be taught to read for meaning and pleasure throughout primary school. The evidence shows phonics teaching is most effective when taught as part of a language-rich curriculum. Introducing a check of phonic decoding in Year 1 does not mean that schools should delay teaching children wider literacy and comprehension skills'.

This is particularly important for deaf children.

And remember there are no magic wands; since learning to read is a complex task, the solution to learning to read cannot be simple. It will demand outstanding professional knowledge and skill if the achievements of deaf children are to improve.

In Responding to the Results, readers will find several organisations providing advice and support including the Ewing Foundation. If you have any comments or queries on this article, please contact me:

trishac@ewing-foundation.org.uk

Trish Cope is an educational consultant with the Ewing Foundation.

Notes:

1. Phonemic awareness: subcategory of phonological awareness – identifying sounds in words in the order in which they occur plus the ability to manipulate them
2. Phonological awareness: ability to hear and manipulate sounds in words at suprasegmental level, ie words/syllables/rhymes



Increase your skills

Check the BATOD website calendar for courses that expand your knowledge and skills as a ToD or audiologist.

Links to many of the provider websites.

www.batod.org.uk ► EVENTS

roger – the new digital radio aid platform from Phonak!

Introducing the Roger Pen

Roger uses the latest digital technology to bring a host of benefits to your classroom:

- ✓ New *digital* wireless technology – an alternative to FM
- ✓ No more worrying about FM channels
- ✓ Excellent speech-in-noise performance
- ✓ No fitting software required

The cutting-edge Roger Pen transmitter is ideal for teenagers at secondary school

Automatic adjustment between different microphone modes, depending on which way up the Pen is and the level of background noise

Stylish and discreet design

Bluetooth mobile phone connectivity

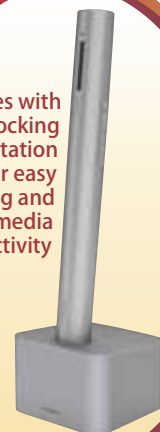
Use up to 10 Roger Pens in a network

Three different microphone modes for different acoustic situations –
Around the neck (when worn by a teacher)
Interview style (pointing towards a speaker)
Conference-style (for group situations)



Use with Roger X universal receivers or with integrated Roger receivers for hearing aids, Cochlear Nucleus 5/6 or Advanced Bionics Naida CI

Comes with Docking Station for easy charging and multimedia connectivity



 **Connevens**

01737 247571 www.connevens.co.uk/phonak

Call 01737 247571 for more information

Connevens Training & Support Visits

A great chance to get to grips with the latest products through hands-on training and support

Technology moves fast and it's really hard to stay up to date with all the latest developments, which is where Connevens can help! We're offering free Training & Support visits to all our customers.

Whether you're after a Soundfield Healthcheck, FP35 Testbox training, a Roger Introduction or just a general Product Update, we'd love to come and see you.

For more information, call John or Richard today on 01737 247571 or email info@connevens.com



Totally FREE for Connevens customers!

FP35 Testbox Training



Soundfield Healthcheck



Phonak Roger Introduction



Radio Aid Support



New Product Update



 **Connevens** 

Call: 01737 247571 Fax: 01737 223475

Email: info@connevens.com www.DeafEquipment.co.uk

An ideal opportunity to improve working knowledge of equipment as part of your professional development!



Social media

Eleanor Hutchinson explains why it is vital that Teachers of the Deaf know all about social media – even if they don't use them themselves

As you may know from reading previous articles I have written for the magazine, I co-run BATOD's social media accounts with Paul Simpson, and I'm interested in the way social media is used by teenagers today. I'm an avid social media user myself with accounts on Facebook, Twitter, Tumblr, Goodreads, Meetup and others.

Many people who do not use social media have a negative opinion of it, but it's important for us to keep open minds. Not everyone wants to take part in social media, but it absolutely is a part of the world we live in and especially so for the children we work with.

When we talk about social media, people seem to fixate on Facebook. This is probably the best known social networking site, and it is the most used in the world, but the term refers to a wide range of sites.

'Social media refers to the means of interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks. Social media technologies take on many different forms including magazines, Internet forums, weblogs, social blogs, microblogging, wikis, social networks, podcasts, photographs or pictures, video, rating and social bookmarking. Technologies include: blogs, picture-sharing, vlogs, wall-postings, music-sharing, crowdsourcing and

voice over IP, to name a few.' (Definition from Wikipedia)

There are social media sites out there to connect with people for pretty much anything, including many that are aimed at teenagers. Younger people are moving away from Facebook now, because their parents and teachers are using it. Below is a table with the logos and descriptions of just a handful of social media sites.

When discussing social media, it is clear that many people don't realise just how prevalent it is. Facebook has an estimated 900 million unique monthly visitors, Twitter 310 million, LinkedIn 250 million, Pinterest 150 million and Google+ 120 million. These sites are immensely popular around the world.

(Information correct as of 1/3/14, from <http://www.ebizmba.com/articles/social-networking-websites>)

Ipsos Mori have information available on their website (<http://www.ipsos-mori-generations.com/Internet-and-Technology-Use>) that shows data from the last five years, regarding different generations and their use of technology and the internet. As is to be expected, the data clearly shows that younger generations use the internet more often, are more likely to access the internet on a mobile device and are more likely to use social networking sites than people in older generations.



Couchsurfing – a site where people can find a place to stay when travelling



DeviantArt – a site for sharing original artwork



FourSquare – a site for 'checking-in' at locations you visit



GetGlue – a site for rating films and getting film recommendations



Tumblr – a blogging site



Mumsnet – a site with forums for parents



Flickr – a photo sharing site



Snapchat – a photo and texting app



Goodreads – a site for reviewing and recommending books



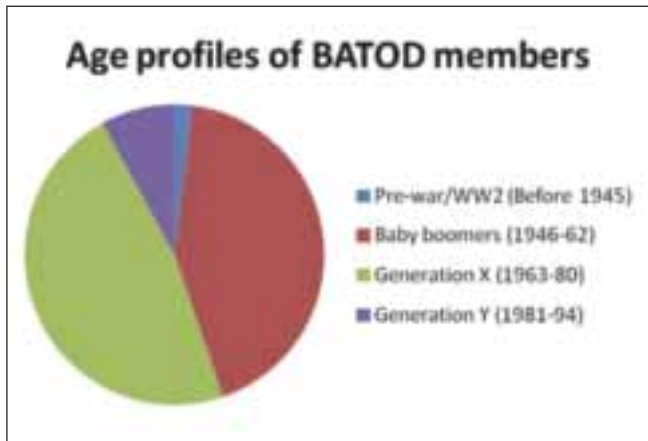
Instagram – a photo sharing app



Pinterest – a site with virtual pinboards, where you can collect information



last.fm – an online radio station



As we can see from this chart, the majority of current BATOD members were born between 1946 and 1980, part of generations that are less likely to use the internet and social media. We can assume the age profile of Teachers of the Deaf in the UK in general follows a similar pattern. It's important for us as teachers to understand the different ways in which younger people use the internet – they're born into a world with this technology and it's normal for them. The teenagers we work with today are part of Generation Z, born between 1995 and 2009.

A study published in 2013 found that the most common reasons people use social media are for social interaction, information seeking, to pass the time, for entertainment and for relaxation. (Why people use social media: a uses and gratifications approach. Whiting, A and Williams, D. QMRJ Vol. 16, No. 4. 2013.) In education, we tend to focus on the uses of the internet for education, but it is used so much for leisure and social interaction that we are missing opportunities to help our pupils make the most of social media.

It's clear from the statistics that the majority of young people we work with will be using social media already. So, how can we support them using it and ensure they get the most out of the internet? Modern technology has opened up so many opportunities for deaf people – widespread use of email and text messaging has made communication easier, as well as being able to book everything from hairdressers to restaurants online. Deaf teenagers have much greater access to social interaction, with their hearing peers and with the d/Deaf community, because so much is going on in a visual format.

One problem with the prevalence of social media is that a lot of interaction is going on out of sight, where parents and teachers aren't aware of it. Bullying is aided by secrecy and the ability to sign up for some sites anonymously. Social media is also misunderstood or dismissed by a lot of adults who don't use it themselves. These people often do not understand social media and do not want to understand. However, social skills, friendships, integration in hearing peer groups, connection with deaf peers can all be developed and encouraged via social media – supporting young people

in all of this is part and parcel of our jobs. Face-to-face communication is reducing in favour of online communication, but the internet is providing far wider opportunities for connecting with other people and being a part of a variety of social groups.

In order to support young people in their use of social media, many skills need to be directly taught, both to ensure young people can use social media safely and so they can benefit from using it. Our ICT lessons need to reflect the changing way in which people communicate online. Resources such as SAFE, the certificate for safe social networking, (safesocialnetworking.org), can teach young people how to set up an appropriate online profile.

Another issue we need to address is how easily many young people believe what they read or are told online. Adults are also guilty of believing what we read, if someone we know and trust has posted it – the online satirical news site The Onion is infamous for producing outlandish stories that many people believe. We can illustrate by example, demonstrating how easy it is to set up fake email addresses, fake Facebook accounts using photos taken from the internet, put up a fake story on a blog, and so on. I've been calling this 'internet literacy', knowing how to read and present information online in the most appropriate way. I firmly believe this is something that needs to be taught to all young people, but especially to deaf children whose understanding could be affected by language delay.

I've said it before in this magazine and I'll continue to say it – it's essential for us to keep up with what's going on, so we know how teenagers are interacting. It's also important to accept that different generations behave in different ways online. If we are familiar with social media ourselves, we can utilise it to ensure the young people we work with have access to either deaf or hearing peer groups outside their school. The internet is an excellent tool for education, but we can also make use of social media to support our pupils' social interaction and sense of identity by helping them to connect with other deaf young people online.

Eleanor Hutchinson is BATOD's website manager and a member of the National Executive Committee.

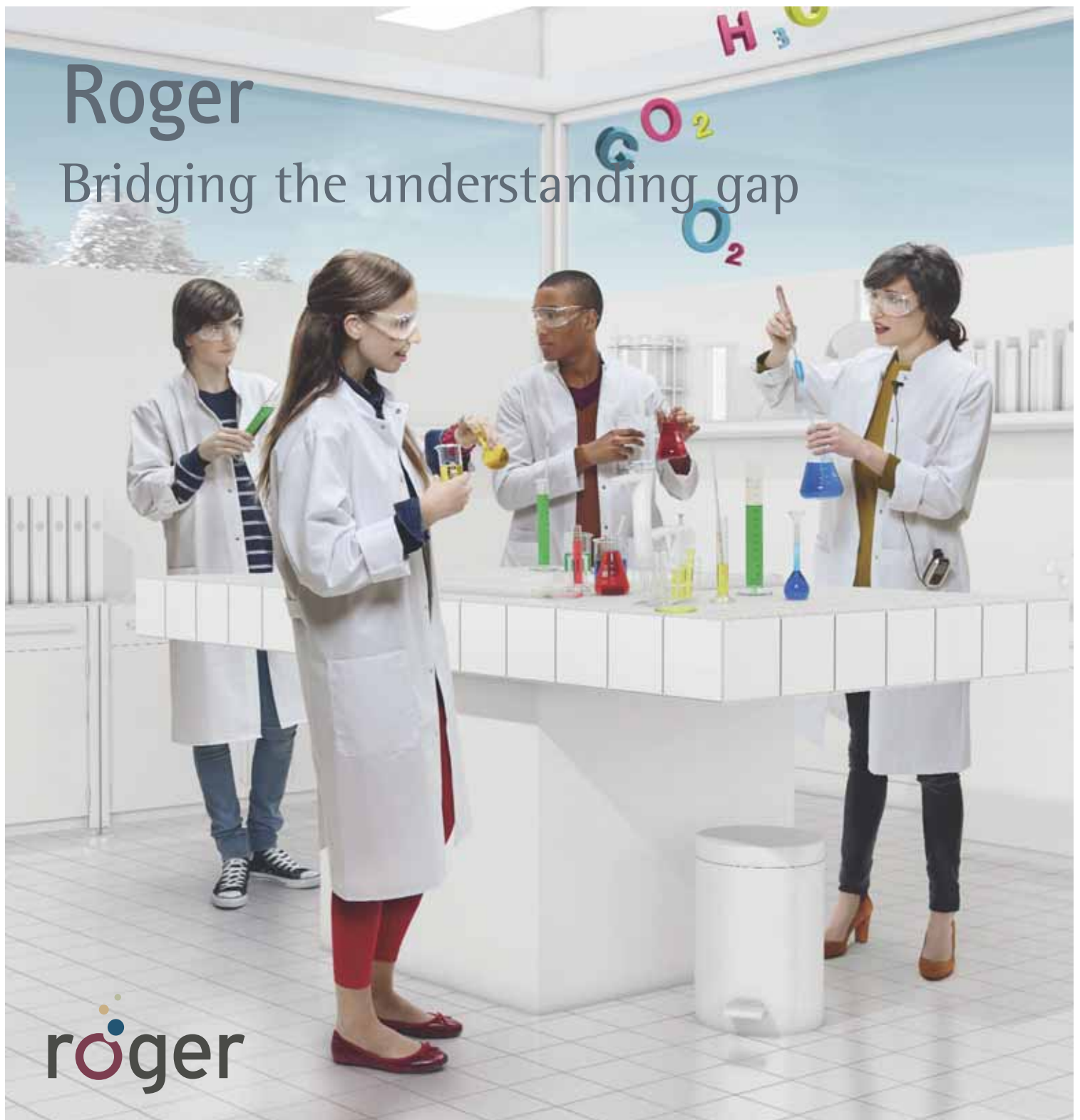
**Please don't share your
BATOD membership...**

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

...get them to join!

Roger

Bridging the understanding gap



roger

A 54%¹ improvement in speech understanding

Up to 35% increase in speech recognition over Dynamic FM¹

Roger is an A+ in every student's book

For further information or to experience a hands-on demonstration, please speak to your Regional Sales Manager or call 01925 623 600 and speak to Tony Murphy.

PHONAK
life is on

1. Comparison of speech recognition with adaptive digital and FM wireless technology by listeners who use hearing aids. Professor Linda Thibodeau PhD.



The Role of Morphology in Literacy

Dr Julia Carroll and Dr Helen Breadmore have been looking at the evidence from the Warwick Morphology and Phonology Project



Do you know why there is a <g> in sign or a at the end of bomb? These silent letters demonstrate that English is often difficult to decode using letter-to-sound rules – many sounds can be represented by several different letters and there are many unusual spellings. Phonics (supplemented by tricky words) is effective in the early years because many of the words that children initially encounter are relatively short and easy to decode. Nonetheless, as vocabulary grows, children encounter more complex spellings.

When letter-to-sound rules are problematic, knowledge of word structure can often provide the correct spelling. For example, <c> is more likely to be chosen to represent the /s/ sound in 'electricity' if the writer appreciates that the root word is 'electric'. This aspect of word structure is called morphology and a 'morpheme' refers to the separable parts of words that express meaning. Morphemes are usually spelled consistently in different words even if there are changes in pronunciation – hence the <g> from signature and signal is retained in the spelling of sign, and the from bombardment in bomb. This spelling consistency means that, in contrast to phonology, use of morphology could be independent of speech abilities. By middle childhood most of the new words that children encounter when reading are morphologically related to words they already know. This means that understanding morphology can increase vocabulary – instead of learning the meaning of each new word individually, one word provides access to many others – for example, construct accesses constructs, constructed, constructing, construction, deconstruction.

In recent years, education and research has focused on the importance of using letter-to-sound rules during reading and spelling. It is well established that children who have problems processing speech sounds often have difficulty learning to read and write. These 'phonological

impairments' are generally accepted to be the root cause of many problems acquiring literacy, including dyslexia and the delays common in deaf populations. Phonics-based teaching has become typical in the UK but, while this is a successful approach, it is not a complete answer, particularly, as you will be aware, for children with hearing difficulties. Perhaps an increased focus on morphology could be useful to supplement phonics teaching?



Photo by Dom Breadmore



British Association of Teachers of the Deaf

BATOD thanks these organisations/companies for their support at

Conference 2014 Developing Effective Practice



Gold Sponsors



Silver Sponsor
Phonak

PHONAK
life is on



Promoting excellence in deaf education
www.batod.org.uk

Dr Breadmore (Breadmore et al., 2012; 2014) has already demonstrated that severely and profoundly deaf children use morphological information in their spelling. On the one hand, these deaf students used the rule 'add s' to produce a plural to a greater degree than younger hearing children of similar reading ability, which enabled them to produce plausible plural spellings for new words. On the other hand, deaf students had difficulty spelling the exceptions to these morphological rules (eg mice, men), tending to over-apply the most common plural spellings (eg mouses) or, unusually, adding other English suffixes (such as mousing, moused, mouser). Hence, deaf children use morphology in spelling, but need further support in learning exception words.

We wondered if two other groups with milder impairments to phonology would show similar patterns. We tested 8-10 year old dyslexic children and children with mild or transient hearing loss due to Otitis Media (OM). Both groups showed reduced phonological awareness for their age, and delayed literacy on average. However, the OM group showed a wide range of literacy achievements, with age equivalent scores ranging from 5;10 years to 12;3 years.

The dyslexic children showed impaired morphological awareness for their age, and in particular struggled to access morphology in a learning task. They were also less likely to use morphology in their answers on a non-word spelling task than other children their age. In contrast, the OM showed a relative strength in morphological knowledge, similar to the deaf children mentioned earlier. It will be very interesting to see whether this good morphological knowledge helps the children to progress more quickly in their reading and spelling when we retest them in 18 months' time.

Dr Julia Carroll is an Associate Professor in the Department of Psychology, University of Warwick. Her research focuses on reading development and difficulties in typical and atypical development.

Dr Helen Breadmore is a Postdoctoral Research Fellow in the Department of Psychology, University of Warwick. Her research focuses on the role of morphological knowledge in literacy development.

This research has been supported by the Economic and Social Research Council and the Nuffield Foundation.

References:

Breadmore HL, Olson A & Krott A (2012). *Deaf and hearing children's plural noun spelling*. Quarterly Journal of Experimental Psychology, 65, 2169-2192.

Breadmore HL, Krott A & Olson AC (2014). *Agreeing to Disagree: Deaf and hearing children's awareness of subject-verb number agreement*. Quarterly Journal of Experimental Psychology. 67, 474-498.



Top ten iPad apps – well almost!

Joyce Sewell-Rutter provides information about a range of apps which were shared during her workshop

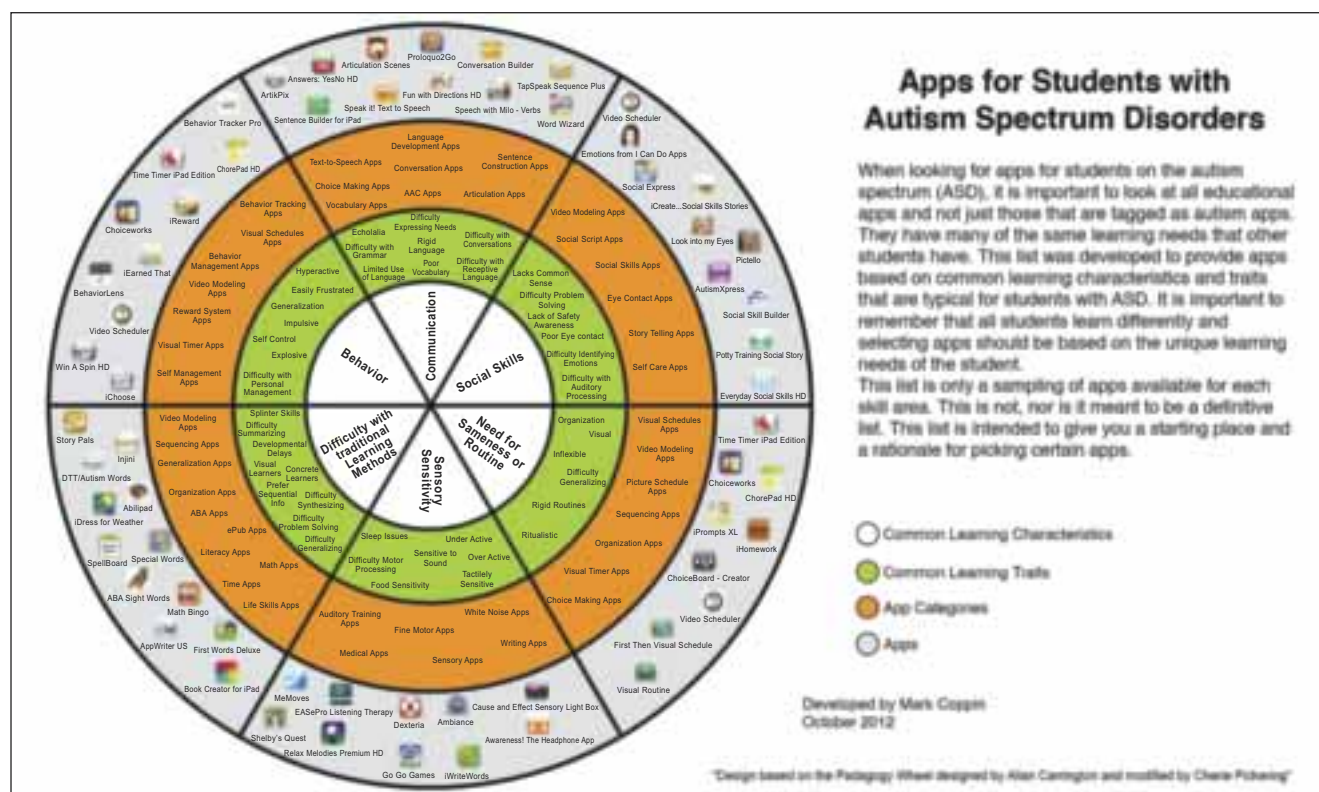
This was a do it yourself workshop (my thanks to willing participants) which generated fast and furious participation. Seven of us shared our favourite apps (on various generations of iPad) focusing on the real value of each for deaf pupils on our caseload. Participants from Hampshire, Norfolk, Nottingham, Oxfordshire, Stockport and London and the South East struggled to limit enthusiasm to ten; each had several

to share and there were few in common! A template was provided to focus information sharing.

The following is how they were presented although they may be useful across other stages of development:

We discussed the challenge of classifying apps in general especially when they are multi-function and we looked at the pedagogy wheel designed by Alan Carrington

Phase	Pupil profile	App name	App producer	Price	Description	Application
Early Years	Pre-school caseload	My PlayHome	Shimon Young	Lite version free, £2.49	Different rooms in the house with interactive contexts that make sounds	Joint attention, giving instruction, learning vocabulary, understanding rooms and what items do. Fine motor control
Early years	Pre-school caseload	My PlayHome Stores	Shimon Young	£1.49	Similar to above but context of different shops	As above and classification
Early Years	Deaf and ASD	Peekaboo HD	Gotclues, Inc	free	Contexts such as farm, jungle. Hide the animal, listen to its sound	Introduce and consolidate vocabulary; match sounds to animals
Early Years	Deaf 2+ years	Baby Learns Colors Lite	Bebebe Co	free	Images (early nouns like balloons, fish) swim in and out of the screen. Touch activates naming the colour	Cause and effect; hand eye co-ordination; turntaking; joint attention; vocabulary; learning colours
Early Years and Primary	Deaf child with complex needs	Cookie Doodle	Shoe the goose	£0.69	Design and make a cookie; choose dough, roll it out, cut it, bake it, decorate and then eat with sound effects; make a puzzle. Store in cookie jar; email, print	Joint attention; making choices; design; shape; cause and effect; chronological order; simulation; fun!
Early Years and Primary	Pre-school transition	Tiny Tap	Tiny Tap Ltd	Free	Interactive. Introduce photos which can have associated sounds/voice over. Puzzle and game maker	Used to introduce child to school building but could be used for any context. Take the photo, record the sound. Share with home
Primary	KS 1, KS 2+	Was and were. Fun Deck	Super Duper Publications	2.49	Range of sentences with gaps. Choose 'was' or 'were' to fill the gap and make the sentence correct.	Motivates learning and consolidates at speed. Series enables quick fire practice of elements which need to be learned
Primary	KS 1, KS 2+	Many in Fun Deck series	Super Duper Publications	Some free	There is a huge number of apps of different formats.	Syntax practice; vocab naming; testing memory; prediction; inferences and more
Primary	Range of pupils	Puppet pals	Polished Play, LLC	free	Pick your actors and backdrops; create shows – movement and audio recorded in real time. Can save and present	Listening and speaking; characterisation; story telling. Hand eye co-ordination
Secondary	Dyslexic	Voice Dictation For Notes	Quanticapps	£1.49	Superior to others. Works well in background noise; can email, print, edit	Useful tool for notetaking; revision; possible use in exams
Secondary and FE	Student at specialist college	Notability	Ginger Labs	£1.99	Note taker, annotate documents, sketch ideas, keep a journal, make a presentation	To improve access and understanding for customised learning; in practical situations like engineering workshops
All age	Range of pupils	Book Creator	Red Jumper Studio	Free	Easy way to make books with photos and text; can add sounds; own voice; store/print	Useful for social stories; as a diary, record of visit; telling/writing stories/recipes
Complex needs MSI	3-24 months	Baby View	Hey Bear	Free 1.49	Black/white pictures. Shapes with sound and movement	Tracking, hand eye co-ordination. Turn taking, fun



subsequently modified by others; here by Mark Coppin
<http://www.autismcompanion.com/autism-app-wheel>

Other app wheels can be found at
<http://apps4stages.wikispaces.com/Finding+Apps>

Other useful classifications according to the disability/ need of the student can be found at
<http://spedapps2.wikispaces.com/HOME>

New apps

Colin and Beverley Dean have developed apps for special needs children. They are currently collaborating with Cath Smith on a 'Let's sign' app. See www.specialapps.co.uk and their article in this magazine on page 41.

If Augmentative Alternative Communication is the mode your student needs then take a look at ChatAble, a new app from Therapy Box which purports to be simpler to use than many in this field and does not limit the student to use of a grid. It is cheaper to purchase it from iTunes.

As the workshop came to an end Kathy Owston dropped in to collect evaluations and provided useful information about a comprehensive spreadsheet of apps linked to curriculum subjects across phases; detail and target audience can be found if you follow http://soundingboard.earfoundation.org.uk/resources/?page=207&cat=10&search_term=comprehensive+spreadsheet+of+apps

So the hour demonstrated the usefulness of networking for Teachers of the Deaf and the benefits of yet another national BATOD Conference. Thank you.

If you wish to share an app please download the template on the web and return it to me and we can add it for interested members.

Joyce Sewell-Rutter is an Education Consultant for the Ewing Foundation and Burwood Park Foundation and facilitates the Special Interest Group in Deafness and Autism for BATOD.

Cued Speech

Makes spoken language visible



It's never been easier to learn Cued Speech:

- arrange an introductory session—suitable for professionals and families
- use **FREE** e-learning to build skills
- keep on track with affordable Skype sessions.
- training bursaries for families



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

Contact us for free information and details of training

Cued Speech Association UK, 9 Jawbone Hill, Dartmouth, Devon TQ6 9RW
T 01803 832784 E info@cuedspeech.co.uk W cuedspeech.co.uk
Charity registered in England and Wales No 279523 Company limited by guarantee No: 1477997

EVEN BETTER VALUE FOR 2014



820iR 4-speaker
system
£799 per class
including
installation*

Due to the roaring success of **Redcat**, all-in-one soundfield, we are pleased to announce that the price of the 820 4-wall speaker installed system is reduced to just **£799 INCLUDING INSTALLATION** until the end of 2014. For more details call Andy, Graham, Sarah or Melissa on **0845-643-5971**



Introducing Flexcat. and Redcat Access.

Lightspeed is pleased to announce a major new development for 2014 – our new Flexcat system for differentiated & group teaching. The Flexcat is built around the Redcat Access – our new **digital wireless portable soundfield**. We need schools to pilot this groundbreaking new product – please call for more information!



Cat 855

- Now with two Radio Aid (Personal FM) outputs
- Now with four audio inputs for DVD player, PC, whiteboard, etc.
- Choose from standard wall, ceiling or flat panel speakers



Also available:

Cat 885

Up to 12 speakers for larger classrooms and partitioned rooms



Topcat.

Industry first in-ceiling wireless soundfield



Redcat.

Sets the standard in portable soundfield.

Experience soundfield:

Free Redcat Trial system for any school or service



Why Choose Lightspeed:

- Our unique no audio drop-out or blackspots guarantee.
- Our unique 5-year next day replacement warranty
- Our unique 5-year battery replacement programme
- Free training for LIFE with every system

Free training:

We now offer free SOUNDFIELD INSET training (not product or brand specific!) for any school or service.

All prices subject to VAT (mainland only) E & OE

*Extended or remote area charge may apply to certain areas.





Better Communication Research Programme

Anne Fox and Catherine Hillis talk about the BCRP, What Works and the Communication Supporting Classroom Observation Tool



'The BCRP was conceived as addressing the interface between research, practice and policy. It was designed as a programme of research that was rigorous but also of direct relevance and usefulness to practitioners, researchers, policy makers and commissioners, and to the parents and young people with SLCN themselves.'

The Better Communication Research Programme (BCRP) published at the end of 2012, is a landmark programme of research which was part of the Better Communication Action Plan, the government's response to the Bercow Review 2008.

The most extensive research ever for speech, language and communication needs (SLCN), BCRP focuses on the issues around supporting and achieving improved outcomes for children and young people with SLCN. It has provided practitioners, service developers, commissioners, advocates and policy makers with a bank of evidence with which to effect real change for real benefit to children's communication.

With the SEND reforms almost upon us, BCRP has given us timely reminders of the scale and impact of SLCN. The research evidences continued misunderstandings of language impairments and the qualitative work with children with SLCN and their families. This has demonstrated how this misunderstanding impacts on lives, particularly how support is currently related to diagnostic label, not the needs of the child, impacting on provision and outcomes. Some key recommendations are given below:

- Whilst numbers of children identified by schools with SLCN as their primary need have increased over the last six years, there remain huge challenges for universal practitioners in effectively identifying SLCN, with continued misunderstanding of what it is.
- Children with SLCN need support at all levels, in the classroom as well as by specialists; children are very clear about what works for them – other people's behaviour and understanding is paramount.
- Children with SLCN do less well at school than peers of similar ability; the setting and measuring of relevant, meaningful, functional and motivational outcomes need to be at the heart of the system.
- There remains a lack of understanding of SLCN and how to support children with difficulties, particularly for teachers in changing classroom practice; there needs to be a structured, systematic and ongoing approach to universal workforce development.

- Children with SLCN can fall through the gaps in the system; health and education need to work together to design and commission needs-led local services considering universal as well as targeted and specialist approaches.

However, BCRP has also shown us that there are evidenced practical solutions coming out of the research which, if taken on board, could impact positively on children with SLCN.

The Trust is committed to ensuring that the research can be used by practitioners in their day to day work to support children and young people. We have therefore supported the development and dissemination of two practical tools that we shared with BATOD colleagues at the Conference.

What Works for children with speech, language and communication needs (SLCN)

Launched at the end of March 2013, What Works was the first tool to come from BCRP and is an online version of one of the BCRP reports.

www.thecommunicationtrust.org.uk/whatworks

What Works is an online database of evidenced interventions to support positive outcomes in children's speech, language and communication. The website currently has over 60 interventions for children and young people with SLCN. There is a rating for the evidence on each intervention of 'strong', 'moderate' or 'indicative' with links to the research studies that have been undertaken and a summary as to why that evidence level has been given. This is the first time this evidence base has been brought together for the SLCN sector.

What Works is available for everyone who makes decisions about what interventions to use in their setting, including headteachers, teachers, speech and language therapists and other specialist staff. It aims to bring together information that reaches across professional groups – recognising the vital role of the speech and language therapist but also the vital role played by the wider team including universal practitioners, special educational needs co-ordinators (SENCOs), specialist teachers, those in pastoral care and parents.

What Works describes interventions that can be used to support individuals, targeted groups or whole cohorts of children to improve their speech, language and communication skills. The database details whom the interventions are aimed at, whom they can be delivered by and where to go to for more information. It enables

practitioners to find the most appropriate support for the children and young people they work with, and since its launch already has over 6,100 registered users.

A recent evaluation survey has shown that users feel that the site has met its five stated aims and that over 80% of users have stated that using What Works has impacted on their work with young people with SLCN. Users have described how What Works has impacted on the choice of interventions in schools and how the interventions have been used. It has also been used in training/workforce development and has impacted on service delivery.

The database is now maintained and further developed by a Moderating Group of academics (Professor James Law, Professor Sue Roulstone, Professor Vicky Joffe and Dr Yvonne Wren) alongside representatives from the Royal College of Speech and Language Therapists and The Communication Trust.

We are keen that What Works reflects the latest research and evidence around speech, language and communication and provides as comprehensive resource as possible. We are always keen to receive new interventions and the Group meets quarterly.

Anyone can submit an intervention for consideration by completing our proforma. We also have detailed criteria for inclusion available to help you decide if an intervention has a suitable level of evidence to be included on the database. You can access these documents on The Communication Trust website along with dates of the Moderating Group meetings and submission deadlines.

If you have any questions about the submission process or if you know of an intervention which currently isn't on What Works but think it's something we should look into, please contact enquiries@thecommunicationtrust.org.uk

Communication Supporting Classroom Observation Tool

The Communication Supporting Classroom Observation Tool was also developed as part of BCRP.

The observation tool is designed to be used in an observation of a classroom or a learning space by someone other than the adult working with the children.

The observation tool can be used in Reception, Year 1 and Year 2 classrooms and other early years learning spaces.

The tool is designed to profile the oral language environment of the classroom. It is not expected that all items will appear on all observations.



The tool is free to access and can be downloaded from The Communication Trust website at www.thecommunicationtrust.org.uk/classroomobservationtool

- The average length of time necessary to collect a representative sample of behaviour is approximately one hour. Some of the items of the first dimension (Language Learning Environment) can be done during break time or prior to the start of the school day.
- It is recommended that the observation takes place during a regular classroom session (usually a morning session starting with the class register).
- The language learning dimensions are recorded as either present or absent. For some items, there is a record of a Language Learning Opportunity being 'Present' and being 'Used during the Observation'.
- For the dimensions of 'Language Learning Opportunities' and 'Language Learning Interactions', each different occurrence is recorded up to a maximum of five times during the observation period. Each recorded observation is a new/different occurrence of the behaviour/activity.
- There is space when recording language learning interactions to note which staff use specific ways of talking with the children.

Following discussions at the BATOD conference workshop we'll be aiming to provide guidance on how to support the learning to be gained from using this tool.

Anne Fox is the Director of the Communication Trust and Catherine Hillis is Programme Manager.

Reference

- 1 Lindsay G et al, (2012) *The Better Communication Research Programme: Improving provision for children and young people with speech, language and communication needs*, Department for Education

Deaf Education staff: efficient working together in attending BATOD Events and Conferences

In the BATOD Conferences during the last few years, the organisers had to scramble for quality BSL access for Deaf attendees at short notice. This year it happened again and it is a cause for concern, because one has to ensure there is a budget for access as well as getting quality BSL interpreters at short notice. Therefore, this article concerns EVERYONE who has a Deaf colleague in the workplace.

I investigated the late application process with a number of Deaf delegates at this year's BATOD conference and AGM. The responses were varied:

- School bureaucracy; taking a while to process requests for attendance fees to be paid. In some cases, it could take at least a month or even a half term from the moment Deaf Education staff submitted their BATOD forms to their line management and administration before the form and monies reached BATOD. It is not so much of a problem with hearing staff; it is crucially problematic when access is demanded within the last few weeks of the event.
- Slow information 'chaining'. Many Deaf Education teams make a point of discussing the BATOD event with team members at the earliest opportunity, via email, face to face or at their own departmental meeting. However, this year most of the Deaf delegates were uninformed till the last minute, or they knew of the event but had to wait for considerably long periods before being given the go-ahead. Another aspect is the lack of recognition of the CPD value of the BATOD event for Deaf members of teams.
- Attitudinal barriers. This covers two aspects. One, the event is on a Saturday; it is not a 'viable working day for CPD reasons'. This had blocked many Deaf and hearing Deaf Education professionals, despite the fact it is cheaper because no cover teaching would be necessary! Two; 'oh, the event is more for the hearing staff' 'You are Deaf, I am unsure that the event would suit your CPD needs'. The latter has happened to a number of Deaf Instructors who contacted me on other issues in the past few years. One reason for the attitude is the decision-makers' lack of justifiable exposure to good BATOD networking. Another reason is that too many line managers have not had the opportunity to witness Deaf and hearing Deaf Education professionals actively participating in current Educational issues for our Deaf pupils/students.

So how do we resolve the issues, improve Deaf bookings at advance notice and raise the CPD value of BATOD events to Deaf people working within Deaf Education?

One possibility is to develop a Deaf Educators' network in the UK. Already a number have clamoured for it so we would report its establishment during the 2014-2015 academic year. This type of network would be Deaf-led and become a professional group with its own website and Facebook page. There is great potential for it to be a strong ally with BATOD, improving sharing of information and raising the profile of BATOD CPD to those Deaf professionals' line managements.

Another suggestion is to develop a holistic strategy - that each Deaf Education centre/resource base plan to send both a hearing and Deaf representative to BATOD. The BATOD event fees have discounts for team members.

If the administration within one's school/college is slow but attendance is certain, perhaps BATOD would have an optional booking form for Deaf delegates requiring support available, to be sent promptly when permission is granted.

We look forward to greater participation in the near future.

Penelope Beschizza, Sedgehill School Deaf Education Centre, Sedgehill Road, London SE6 3QW

www.batod.org.uk

BATOD represents you at various meetings and we may be asked for demographic information. If you provide these details and keep them up-to-date it will help us to help you. Log into the BATOD website and then ► **My Details**

The screenshot shows the 'My Details' page on the BATOD website. The page is divided into several sections, each with input fields and a 'Save this session' button:

- Login Details:** Fields for BATOD ID, Email Address, Old Password, New Password, and a 'login!' button.
- Member Details:** Fields for Name, Initials, Surname, and D.O.B. (highlighted with a red circle).
- Contact Details:** Fields for Address, Postcode, Country, Telephone, and Mobile.
- Qualification History:** Fields for Qualification Year and Awarding Body.
- Employment Status:** A section with a 'Current employment' label and a list of checkboxes for various roles (e.g., Teacher, Support worker, etc.).
- Hearing Status:** A section with a 'Hearing status' label and a list of checkboxes for various hearing conditions (e.g., Hearing, Deaf, etc.).



'It's complicated'

Ruth Swanwick looks at ways of preparing ToDs to effectively mediate languages, communities, cultures and discourses in deaf education

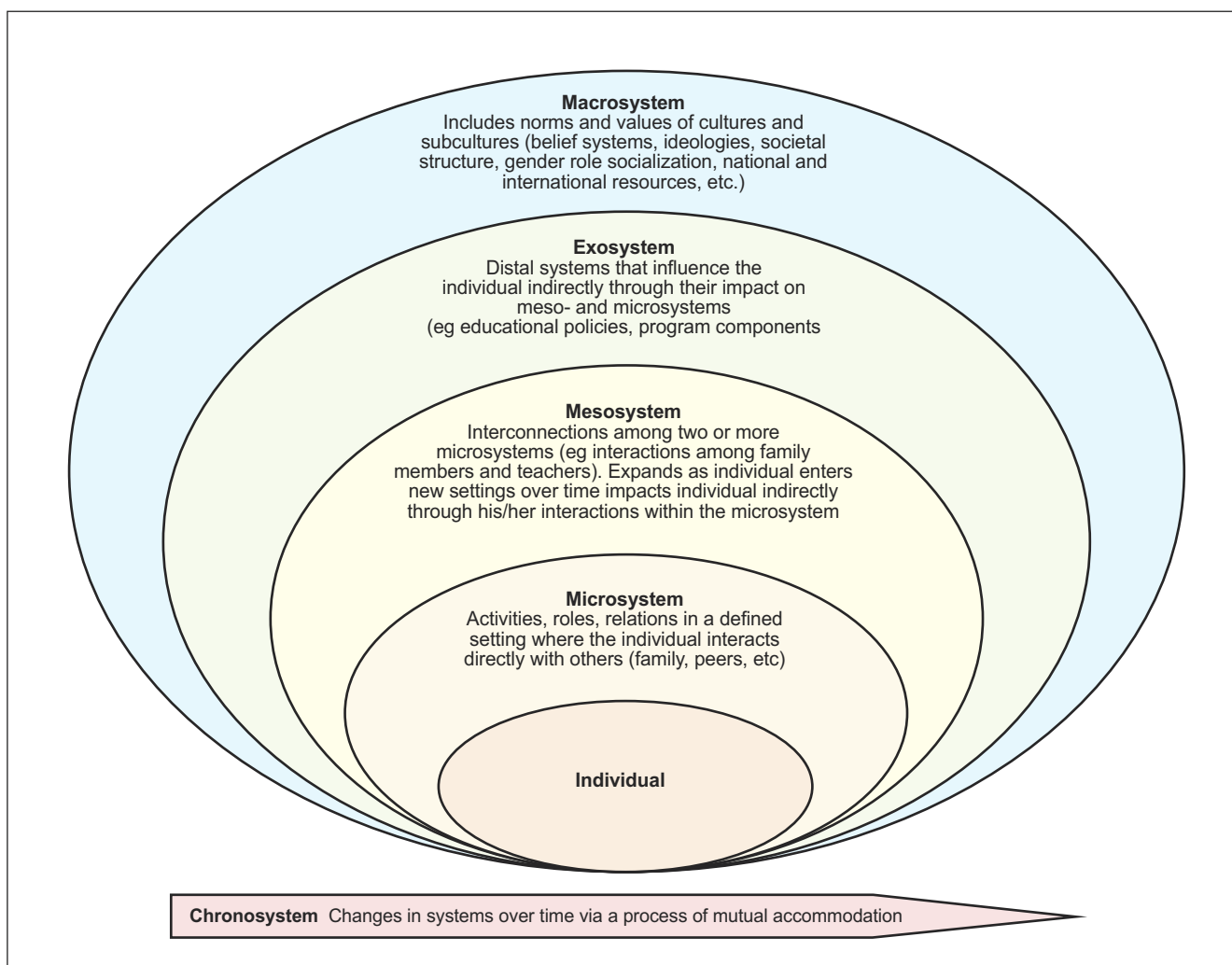
An ecological perspective on deafness and learning

At Leeds University we encourage Teachers of the Deaf to take an ecological approach to their work rather than to compartmentalise aspects of deafness and learning into the separate entities usually presented in the literature (audiology, language development, curriculum, policy). An ecological model of learning acknowledges the complex set of influences on human development and we find this a useful way to envisage the learning issues associated with deafness and for planning learning interventions.

This model derives from Bronfenbrenner's (1979) ecological systems framework which identifies five socially organised environmental systems which influence human development and learning (figure). This framework helps us to think about deaf learners and the

contexts of their learning in a way which encompasses the contextual influences (of the home and the classroom and the wider environment and culture). This model also brings into play the established constructs in the research and discourses which have thus far guided teaching and assessment approaches in deaf education.

In the ecological systems the microsystem concerns the developing person in close and face-to-face 'proximal' interactions with those closest to them in their environment (usually home and school) such as close family and peers. The person's own biology may be considered part of the microsystem (Bronfenbrenner, 2005). The mesosystem refers to the interaction across a person's different environments or settings and the bi-directional influences between environments such as



Bronfenbrenner's ecological systems framework

the effect that the home environment can have on school experience. The exosystem brings contextual factors into play which, although they may be external to the individual, will have an influence such as the wider social network at home, the parents' work place or the religious community. The macrosystem develops the characteristics of the environment further to include factors which are more remote from the individual but which provide the infrastructure for the microsystem such as cultural constructs of education, culture or community. The microsystem is embedded within the macrosystem and so, as the macrosystem evolves over time, this will impact on the microsystem. Consideration of time takes us to the next dimension which is the chronosystem that recognises that individuals of course grow and change and also that time passes historically and the world changes.

The use of the ecological model serves as a useful tool for thinking about deaf children's learning and to consider the role of Teachers of the Deaf as mediators within and across these different layers of influence. The use of the term 'mediator' communicates the particular complexities of the ToD role within these ecologies of learning which requires them to span, bridge, link and connect these layers of influence.

At the level of the microsystem Teachers of the Deaf engage on a daily basis in face-to-face communication with and teaching of deaf learners. In this role there are constant decisions to be made about language use and teaching approaches to ensure a match with the learning needs of the individual, taking into account the impact of deafness and individual language competencies. The ToD thus mediates between the learner and the learning environment at the micro-level of communication. At the level of the microsystem the teacher is also managing relationships between the individual learner, parents and other professionals.

In the mesosystem layer we see ToDs as a central and instrumental link between all the proximal and more distal networks of the individual. The ToD mediates between the individual and their learning environment and links across different learning environments to ensure appropriate and successful learning experiences. This might involve working between an inclusive and special school, connecting professionals involved in the children's education (such as the speech and language therapist and teaching assistant or interpreter) and ensuring partnership with parents at all these levels not forgetting the child's voice in the decision making processes. The way in which the ToD makes these links at the mesosystem level has a significant impact on learning. At the level of the exosystem the ToD mediates between the child's home culture and life out of school and all aspects of the learning environment. In the educational context, this will include the wider school community as well as the policies and practices of the setting such as the approach to inclusion, the language and

communication, specific curriculum areas of focus or intervention initiatives. The ToD mediates between these aspects of the exosystem but also within them and between the exosystem and the mesosystem – always with the individual at the centre – with the goal of maintaining the stability and effectiveness of the microsystem. This entails an engagement with whole school or service policy as well as understanding of the cultural and community expectations and experiences of the individual.

At the level of the macrosystem the ToD seems to navigate more than mediate. This is perhaps the layer of the system where ToDs have less control and less agency. At this level their own ideas and actions will be influenced by aspects of the macrosystem at the same time as they navigate this with the learner at the centre. At this level we are concerned with the cultural and social constructs within which we operate and the political, educational and cultural discourses of our daily lives. At the most fundamental level it concerns our understanding of what education and learning is. Finally for ToDs the influence of the chronosystem for their mediating role cannot be over-emphasised. The rate of change in educational policy as well as advances in hearing technology and digital learning is constantly changing development goalposts, educational priorities and research directions. Each child will also be changing and growing and learning and moving on to different stages of development with different learning needs and priorities. Successful mediation of these different influences is essential for the closer and wider systems around the child to facilitate their development and learning.

This analysis reveals the complexities of the learning context and the extent of the mediating role of the ToD. Operating at all these levels involves particular challenges for teachers and requires certain competencies. Teachers need to be able to critically navigate the different layers of influence which impact on the individual with awareness of their own agency as mediators as well as participants at all levels. Operating across these levels needs a full understanding of the language and learning issues for deaf pupils, how these issues interact with the learning environment and an engagement with the educational, political, cultural and social discourses involved. This includes an interaction with the priorities and dialogue in deaf education research and active involvement in linking these with practice. Teachers can be supported to develop the confidence and competencies to work effectively across these levels through training and professional development programmes in the first instance and, beyond training, through the establishment of research practice partnerships which foster a critical engagement with the learning and teaching process.

Professional development and training.

One way to support ToDs to develop these skills is through the extension of our understanding of teacher

(adult) learning for training and professional development routes. Theories of adult learning popularised in the 1980s place the accumulated experience of adults as central to the learning process. Experience alone is not enough however and in Kolb's (1984) influential model of adult learning it is reflection on experience that enables us to move to generalisation, abstraction and experimentation, ie for an actual change or transformation to take place. For adult learners these moments of 'transformation' (the 'ah ah' moment) typically occur when our lived experience of the world is challenged (Mezirow describes this dissonance as a 'disorientating dilemma' (1991, p197)), where the reality that we trust or take for granted is disrupted. From this disjuncture we begin a new learning experience. This is an ongoing process as we continually reshape and redefine perceptions of the world and what they mean.

Within our training and preparation of teachers we can create certain conditions which foster this transformative learning. An effective way to do this is to use individual experience as a starting point to raise teachers' own awareness of their own experience and to think about why they experience as they do and how it informs their actions. In our training at Leeds and through our research activities we have learnt that where provision is made to encourage training ToDs to work together on common issues, experience different points of view, be exposed to contradiction, tensions or unknowns and be encouraged to innovate, re-imagine and re-envision their work they begin to describe what we might call 'expansive' learning (Swanwick et al., 2013). This can be defined as transformative and boundary crossing learning through which people and/or organisations work with new ideas to learn new forms of activity (Engeström, 2001). An overarching goal of training should therefore be to create expansive learning communities which can adapt to unknowns, contradictions and new contextual influences or demands to create new ways of looking at deafness and learning and imagine new ways of working.

Transactions between research and practice

A second way to support ToDs to realise this multilevel working is to develop more effective transactions between research and practice. The potential of action research is proposed here as a collaborative means of joint working which effectively combines the different skills and expertise of researchers and practitioners. The University of Leeds team has over the last few years worked with practitioners to explore the use of an action research model to investigate their questions about reading comprehension in the first instance (Carter & Swanwick, 2012). From this initial small group working an action research culture has developed in a number of schools and services as a means of trialling and evaluating whole school and individual interventions. Importantly, this work is practitioner-led and the role of the researchers is to sustain the

momentum of the activities, hold the shape of the projects and facilitate national and international dissemination activities. This way of working with practitioners has developed further productive research-practice partnerships and has opened up dialogue both nationally and internationally about new ways of envisioning transactions between research and practice in deaf education (Swanwick, Kitchen & Clarke, 2013; Swanwick & Carter, 2013).

'It's complicated'

In this article we have proposed the ecological model as a useful way of examining learning and deafness and analysing the complexities of the ToD role. We suggest that recognition of these complexities creates opportunities for new knowledge and new practices which actually change the learning context or the learning ecology for deaf children. The model of expansive learning that we propose assumes everyone is learning (the pupils, the researchers and the practitioners) and that this 'multivoicedness' arising from diverse perspectives and histories leads new conceptualisations and transformative thinking. The first conference on 'Teaching Deaf Learners' in Amsterdam in March 2014 and the landmark volume of conference chapters to follow illustrates that we are poised to do this as we look again, and globally, at the learners and the teachers in deaf education and ask not what we do but imagine what we could do.

Dr Ruth Swanwick is Senior Lecturer in Deaf Education at the University of Leeds, School of Education.

References:

- Bronfenbrenner U (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Bronfenbrenner U (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks: Sage Publications.
- Carter A & Swanwick (2012). *Action research makes a difference*: British Association of Teachers of the Deaf Magazine, March edition, 40-41
- Engeström Y (2001). *Expansive Learning at Work: Toward an activity theoretical reconceptualization*. Journal of Education and Work, 14(1), 133-15
- Kolb D A (1984). *Experiential learning: Experience as a source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Mezirow J (1991). *Transformative Dimensions of Adult Learning*. Oxford: Jossey-Bass.
- Swanwick R & Carter A (2013). *Practitioners making a difference*. British Association of Teachers of the Deaf Magazine, December edition, 6-7.
- Swanwick R, Kitchen R and Clarke P (2013). *A design-based approach for research into deaf children's reading comprehension* Hillary Place Papers 1(1) <http://hpp.education.leeds.ac.uk/>
- Swanwick R, Kitchen R, Jarvis J, McCracken W, O'Neil R & Powers S (2013). *Following Alice: theories of critical thinking and reflective practice in action at postgraduate level*. Teaching in Higher Education, 19 (2), 1-14.



AVUK teachers

Anita Grover talks about changing the way we work: How training in Auditory Verbal Therapy has changed the approach of two Teachers of the Deaf in Nottingham and Westminster

In this article, we hear from two Teachers of the Deaf whose work with deaf babies and children has benefited from training in auditory verbal therapy (AVT) techniques at Auditory Verbal UK (AVUK).

Karen Durbin, who has been a Teacher of the Deaf at the Nottingham Auditory Implant Programme for six



years, describes the impact that AVUK's six day introductory course has made on her work in the Auditory Implant team: 'The course helped me to focus on the way that I prepare for my sessions with families. It was useful to look specifically at the play levels of the

child and activities that linked to particular play levels, which would enable auditory learning to take place. It also forced me to rethink the way I work with parents and this had the biggest impact on my work. It showed me that I also need to develop my ability to coach parents and involve them in the session so that the skills that they already have can develop.'

Cori Josias, Specialist Teacher of the Deaf for Westminster tells us that 'Training to become an

Auditory Verbal Therapist is rigorous, but a fantastic opportunity to learn new skills and ensure that deaf children have listening and spoken language skills commensurate with their hearing peers. It's an exciting journey!'

Cori tells us more about the training programme: 'AVUK's Part One training course provides a thorough overview of some of the key domains in AVT with a mixture of presentations, video examples, role play, hands on experience and the opportunity to ask questions in a group of ten students. It is both inspiring and thought provoking.



A key aspect of Part One is learning to discern when a session is truly auditory, as AVT bases itself on developing language through listening alone. Special emphasis is placed on checking access to sound through technology and working collaboratively with parents and hospitals to ensure the child is optimally fitted with hearing instruments. There was also an in-depth look at how to develop the most effective collaboration between parent and therapist.



I found this invaluable because the course gave me the tools and the understanding to take my practice to a higher level. I therefore decided to pursue full certification as an auditory verbal therapist by following AVUK's Part Two training over two and a half years.

Part Two delves more deeply into the practical aspect of AVT, with video analysis and bespoke tuition in a small group of three students. The course is led to a large degree by the needs of the students ourselves, teaching us to work diagnostically and to master the hierarchies of child development in



audition, language, speech and play. Suggested reading is given, followed by exam-style questions. Students also have video assessments of their therapy, which form an integral part of the certification process. There are opportunities to watch live sessions and to have one to one tuition to set individual targets.

Cori is currently training with another Teacher of the Deaf and a Specialist Speech and Language Therapist. They hope to qualify as Auditory Verbal Therapists in October 2015.

Thirty professionals including ToDs, SALTs and Audiologists have now attended Auditory Verbal UK's Part One Training course which is accredited by the AG Bell Academy. The next course begins in September 2014. Find out more at www.avuk.org/courses-training entitled 'Working Through Audition' or contact frances@avuk.org

Anita Grover is the Chief Executive of Auditory Verbal^{UK}.

- ✿ Did you know that 80% of hearing-impaired children who have received AVT at Auditory Verbal UK enter school with age-appropriate listening and spoken language skills?
- ✿ Through play-based sessions with their children, auditory verbal therapists train parents to create optimal environments for their children to learn listening and spoken language.
- ✿ The very best outcomes are achieved when audiologists and therapists are able to work together to ensure that children are able to get the maximum benefits from auditory stimulation.
- ✿ Parents and children as young as a few weeks old are suitable for AVT as long as their child has hearing amplification
- ✿ AVT is also appropriate for children whose first language is not English. The team at AVUK currently support children who speak Urdu, Romanian, Yiddish, French, Greek and Polish
- ✿ Find out more about AVT at www.avuk.org

Auditory Verbal^{UK}
The UK's leading provider of Auditory Verbal Therapy

PC Werth[®]
SOUND FOR SCHOOLS
www.soundforschools.co.uk

MORE SOLUTIONS for ToDs & Schools

MORE THAN FM

Comfort Audio leads the way for latency-free speech, sound quality, looks and flexibility.

Comfort Audio
HEAR THE FUTURE



SOUNDFIELD

The UK leader in Soundfield, benefits now include portable IR with up to 5 student mics and lesson capture for even more access to learning for all.



ACOUSTIC TREATMENTS

With solutions from hushpanels and IAC, we can enhance learning environments cost effectively, as part of new build or upgrade. Or try HushhUps for a rapid solution.



PA SYSTEMS

From personal amplification systems to mobile PAs and pro-quality hall systems, we can meet your needs.

MONITORING SYSTEMS

SoundEar gives an easy indication of noise levels that is visual, effective and fun. Call for details of dosimeters and data loggers.



INSTRUMENTS

Whether screening warblers SLMs, high spec audiometers or test boxes, we have more choice and expertise than anyone else.



ONLY PC Werth Regional Managers can do all this for ToDs
Call 020 8772 2700 for our brochure and advice

ReSound Up

with Mini Microphone

A revolution in
signal to noise
ratios



To find out more email info@gnresound.co.uk
or visit www.gnresound.co.uk

- Hearing aids **with built in digital receiver**
- Mini Microphone **with built in digital transmitter**
- Clinically proven equivalent to FM

ReSound
PAEDIATRICS

ReSound Danalogic



Our Apps for Children with Additional Needs



A range of apps specially designed to help children with complex needs is introduced by **Beverley Dean** of Special iApps

Special iApps is a non-profit Social Enterprise founded in 2011 by Beverley and Colin Dean. We are based in the North East of England. Children and adults around the world with a wide range of abilities and disabilities use our apps. Currently we have eight apps available for the Apple iPad, iPhone and iPod touch, most of which are also available for Android.

We founded Special iApps because we wanted something special to support our youngest son William who has complex needs and Down syndrome. William was diagnosed with a severe hearing impairment when he was a baby and we learned Makaton to help support his communication. He's currently included in a mainstream KS2 class, in a school with a resource base for hearing impairment where Sign Supported English is used.

The iPad is a powerful tool that can be used alongside traditional books and toys as well as other technology to support learning and development, helping children achieve and reach milestones. Many children like William have difficulty with expressive and receptive language, and need extra support presented in an alternative differentiated way. The increasing use of tablets with well designed educational apps is being shown to make a real difference.

Our apps don't have distractions like background music or graphics suddenly appearing and moving across the screen. They are easy to use and easy to personalise for your young person to use in a school environment, a therapy session, at home or on the move. It is essential to have apps that can be configured to match the ability and inclination of an individual child, and so we provide settings options to make this easy. We have also built support into a number of our apps for children who use switches.

Special Stories – Home-School Communication

Special Stories is one of our most widely used apps. Many people including ourselves use it for home-school communication. It continually proves to be much easier, quicker and more effective to use than

the hand written paper book it replaced.

William's iPad was awarded to him through a grant, and we have a signed home-school agreement which means that he takes his iPad into school with him daily. He comes home with stories of his day, and takes in stories about what he has done at home with family and out and about with friends.



Special Stories – Making a cake

We also use Special Stories to create stories of doing things at home like 'Making a cake'. We know of a young teenager with Down syndrome who has created a whole range of recipes using Special Stories, with pictures sequencing the order and showing the ingredients she uses in her own kitchen. Her mum says that it's helped her build independence, confidence and self-esteem.



Special Stories – Supporting the Curriculum

We have used Special Stories practically on a daily basis since December 2011. The way we use it has evolved: William comes home now, not only with stories of his day that he shares with us, but also his topic work.

When reading books like Danny Dragon and the Iron Man, he and his classmates re-enacted the stories so we have his own differentiated Special Stories with photographs of him dressing up and the resources he made to retell the stories, along with the sound of his recorded voice.



We've made it easy to print stories from Special Stories, so you can make paper books and displays from your content.

Special Words

Special Words is our international award-winning word and picture matching app. Durham County Council's Educational Support Services evaluated it in a project with 3-7 year old children with a range of communication, language and literacy difficulties, and demonstrated gains across a wide range of skills. It's really flexible because you can add to the built-in resources with your own words, pictures and audio, and we have free resource downloads on our website, such as the cars shown above. We've also made it easy to transfer content between Special Words and Special Stories, so you can reinforce flash card activities with stories and vice versa.



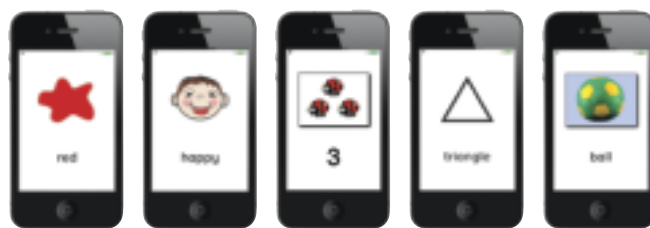
Special Numbers

We wrote Special Numbers to help develop early number skills, including counting, matching, ordering, comparing and selecting. It has proved to be very versatile, because you can use its activities in any order, and tailor the level of difficulty. So you can address a particular skill at the child's level whenever you want, and adapt as their abilities develop.



Touch apps – Touch-Words, Touch-Colours, Touch-Shapes, Touch-Numbers and Touch-Emotions

Last year we released a collection of five apps offering a visual-based approach to help children who are at the first stage of learning about words, numbers, colours,



shapes and emotions. They are specifically designed for children who may have difficulty learning to talk and to read, such as those with Down syndrome, and other visual learners and use cause and effect: touch the picture to see and hear the word or number. Shown here on an iPhone, like most of our apps these run on the iPad, iPhone and Android devices. For switch users, the version of these apps for Apple devices has built-in support for simple switch control using most Bluetooth-connected switches.

Cath Smith's Let's Sign

When William was a baby I was given a pack of Cath Smith's Let's Sign cards. These are still on display, scattered around our house: 'oven' beside our cooker, 'door' on a door, 'TV' beside the television. Looking up from our dining table is a mix of miscellaneous signs, some related to food, some doing words. They are a reminder to all of us about signs to use with William. He also sees the Let's Sign images in his school.

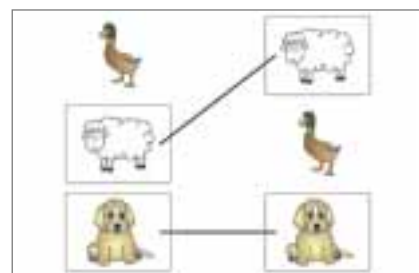


Cath Smith and Dr Wendy Uttley (Down Syndrome Training and Support Service based in Bradford) co-wrote the book Let's Sign & Down Syndrome – Signs for Children with Special Needs.

We are very excited that we are now working with Cath Smith. We have in the pipeline a new app with activities to help foundation and KS1 children learn their first signs and written words.

Match & Find

Soon we will be releasing our new Match & Find app, designed to help young children improve their matching and memory skills.



For More Information

If you'd like to find out more, please visit our website www.specialiapps.co.uk/ We are always keen to hear how our apps are being used and what else you would like to see.

Please get in touch at support@specialiapps.co.uk, or find us on Facebook by searching 'Special iApps' and Twitter [@specialiapps](https://twitter.com/specialiapps)

Beverley Dean is the Founder of Special iApps.



Young, deaf and isolated

Our education system doesn't ensure that sex education reaches many young deaf children. **Jen Russell Smith** looks at some of the consequences of this lack of care as shown in a survey by Deafax



Ashley*, a young woman of twenty-one, was raped. When she had her medical examination and was asked to give a full report of her ordeal, to the shock of the police she was unable to name the basic sexual organs.

Katie* thought that you had to have sex with any man who asked you, as this was what was expected. Her lack of understanding led to her being exploited and abused.

How could this happen?

The answer lies in our education system and a shocking gap in its provision of sexual health education for young deaf people.

Young deaf people already face many challenges and obstacles accessing education but a new survey (conducted by the charity Deafax in partnership with the British Pregnancy Advisory Service) shows that inadequate life skills and sexual health education can increase their feelings of social isolation, reduce their chances in life, lead to loss of confidence and even compromise their safety.

An astonishing 65% of young deaf people surveyed have stated that they found sexual health education and services inaccessible. 35% received no sex education at all, either because the school did not teach it or because it was not a compulsory subject.

43% could not understand the teachers, with the reasons given being language barriers, lack of visual resources, jargon not being explained and unsuitable communication support.

If young people can't access good sexual health education, they can turn to the internet where they encounter pornography, misogyny, paedophilia and oppression. 46% of those surveyed revealed that they

learnt about sex through television and the internet. For this to be a young person's first understanding of what sex is about is disturbing.

Even more startlingly, 45% of the young deaf people surveyed stated that they learned about sex through direct experience of sex. This has obvious implications in terms of preparedness; were they emotionally ready for the reality of sex and were they using protection?

It is no surprise that the new survey has brought to light some shocking situations where gaps in sex education and lack of

access to essential services have led to problems for young deaf people, making them vulnerable or even putting their lives in danger.

For nearly 30 years Deafax has been working to improve access to information and education for deaf people. Their specialism in the area of sexual health started because deaf trainers were going into schools to deliver curriculum based courses and then spending all their free time being bombarded with questions about life topics such as sex, relationships, drugs, bullying etc. The questions and comments displayed a scary lack of knowledge so the Deafax team decided to start addressing this. 10 years on and they are the leading deaf charity delivering sexual health training. The work is backed up by a series of surveys starting with a study on deafness and pregnancy back in 2007 which interviewed deaf teenage mothers and midwives.

Alison* was in labour and there was no interpreter available. She could not understand the medical terms being used. The midwife could not successfully calm or



soothe her, or ask her if she wanted an epidural. Alison ended up being given an epidural without having given permission.

Georgie* was expecting her first child but she did not attend any ante-natal classes. She ended up giving birth at home, putting herself and her baby at risk.

One responder to the survey stated:

“At hospital I was scared. I did not understand what was happening and who people were. They did things to me and did not talk about why.”

Deaf people are no different from hearing people in terms of cognition, intelligence and mental health. However, even professionals like doctors have been known to assume that deaf people are ‘slow’ developmentally, are not as intelligent, or have mental health issues. Often decisions are made on behalf of the deaf person without their understanding or agreement.

Recent press articles have highlighted the dangers facing deaf people in hospital who do not have an interpreter, and suggest that it is only a matter of time before a deaf person dies due to communication problems.

Following the 2007 survey Deafax ran the EARS campaign and survey (Deaf Education & Advice for Relationships & Sex) (<http://bit.ly/OL379y>) in 2010 which was supported by The Department of Health, Sexual Health Commissioners. This has led onto the second survey mentioned at the start. The surveys showed 45% of deaf people learnt about sex through ‘direct experience’, with 54% asking questions to friends and 46% through Google – typing in ‘sex’ and seeing what resulted. Many find pornography when using the internet, and cannot put what they see into context. They have no guidelines on what behaviour is appropriate, are susceptible to grooming and may not understand that it is OK to say ‘no’.

On 1st October 2010, the Equality Act stated that it’s a legal requirement for all service providers to make provision for the needs of deaf and hard of hearing people. Yet it has been revealed that one in four (26%) of secondary school pupils are receiving



no sex education in school at all (Brook, SexPositive Campaign).

Help, however, may be at hand. Deafax is the leading provider of sex education training for the young deaf community and for young people who require a highly visual means of learning.

Says Director of Deafax, Helen Lansdown:

“In the important area of life skills and sexual health education; the education system is letting young deaf people down. Yet the need for it is very real – 53% (out of a sample of 1,700) of disabled people in the UK lost their virginity by the age of 20.

Working with students, parents, teachers, healthcare professionals and employers, we aim to empower young deaf people so that they can grow into confident, informed, emotionally and physically healthy adults.”

Deafax provides deaf-friendly PSHE (Personal Social and Health Education) workshops, teacher training, apps, printed materials and online resources to help provide comprehensive sexual health education for the young deaf community. Key topics covered include puberty, sexual health and contraception, personal relationships, peer relationships, health and hygiene, drugs and alcohol abuse, personal wellbeing and online safety.

At present they have some funding for Sexual Health workshops in certain areas, contact them to find out more. info@deafax.org

Jen Russell Smith is a freelance writer and copywriter and an author of children's books ('The Abominators' series for ages 7-9, published by Little Brown Young Readers).

Jen teaches creative writing through Acorn Writers (website: <http://www.acornwriters.com>). She writes for charities based at the Clare Foundation, including Deafax, on a voluntary basis.

For more about the work of Deafax, and details of their workshops and resources, visit www.deafax.org

* Not their real names





FEAPDA – Proposals for the development of a more effective European Association

Alison Weaver reports on a meeting she attended to revitalise FEAPDA

FEAPDA was established in 1976 with a clear remit to bring together associations of Teachers of the Deaf across Europe and to develop the profession through the exchange of good practice and research. The association has successfully fulfilled this role through its regular congress and through collaboration of member countries on a number of research projects, such as the Leonardo project which received European funding to identify the skills and competencies required to be an effective Teacher of the Deaf.

FEAPDA is structured in a similar way to BATOD, in that the member countries are represented by elected members of the council (equivalent to NEC) and a smaller group, comprising the President, Vice President and other officers (as with our steering group) ensure that work is driven forward in line with the constitution.

The biennial congress is organised by the association of the country in which the congress is held, with support from the council members.

Recently, a number of members of the FEAPDA Council have questioned how FEAPDA should develop to allow more Teachers of the Deaf across Europe – and perhaps more widely – to benefit from the support of the association. At present, membership of the federation is restricted to associations – so if you are a Teacher of the Deaf in a country that does not benefit from a professional association such as BATOD, you are not eligible for membership.

Many council members agreed that it was time to re-consider this and to look more creatively at how

ToDs across Europe could gain professionally from the association. Consequently, a small group met up in the Netherlands in early February to consider the way forward.

The discussion covered the following areas:

- Improved use of technology, e-journal, updated website, social media etc
- More flexible use of languages. At present English is the 'official' language of FEAPDA. Would more Teachers of the Deaf want to join the association/access the website if other languages were available?
- Changes in membership requirements, so that teachers can enjoy the benefits of the association irrespective of the professional association arrangements within their own country.

Outcomes of the discussion included:

1. Website and social media

- The FEAPDA website is no longer fit for purpose. As an association BATOD has a far more sophisticated use of technology and social media than any of the countries represented at the meeting. It was suggested that BATOD shares recent developments re the website and use of social media with FEAPDA colleagues. FEAPDA will investigate also the use of google translate, so that articles and information can be submitted in teachers' home languages as well as English
- If FEAPDA is to develop the website in this way we will need to tender for appropriate technical support. We will also need to consider the on-going maintenance of such a website.

2. Membership

- The council will consider a range of membership options, to include:
 - Individual
 - Schools/settings
 - Associations
 - Range of professionals
 - Universities.

Again there will be implications for the organisation should the membership arrangements change significantly. At present there is very little administration. If we go down the route of individual/school/service membership administrative support will be required.

The council would also have to consider its structure as currently it is made up of representatives from countries'

Now available

£10.00

**BATOD
member
rate**

£5.00

Order your
electronic
copy from
publications@batod.org.uk

Please quote your membership number



Updated

associations. This would have to change to reflect any change in membership arrangements.

3. Advantages for members

Although the view of the meeting was that the work of FEAPDA should be accessible to as many people as possible, we did spend some time discussing potential benefits that would encourage membership.

These could include:

- reduced congress costs
- members only elements of the website
- access to an email forum.

4. Teacher exchange

Several members of the group were keen to promote professional exchange visits. Although it is unlikely that the organisation would be in a position to organise such exchanges, it was agreed that FEAPDA should consider drafting guidance for those considering an exchange and also provide information about potential financial support eg Comenius funding.

5. Congress arrangements

It has always been the aim of the congress to share good practice among the member nations. The group queried whether we are restricting professional development opportunities if we do not invite key speakers from other countries – although they may have completed important research.

We also discussed some organisational changes that

may make the congress more accessible to a broader range of teachers and other professionals working with deaf children and young people.

6. Links with parent groups

If FEAPDA is considering organisational and constitutional change, should the relationship with the parents' group FEPEDA be considered also?

Next steps

To implement any of the changes proposed above will take time and will require the formation of specific workgroups to look at each area, eg the website and marketing.

The immediate next steps include:

- Feedback at next FEAPDA committee and council meetings
- BATOD to share information re updated website and use of social media
- Dutch representatives to investigate the link with parent organisations
- Luxembourg, as the next nation to host the congress, to consider the proposed new arrangements and bring back to council.

BATOD will continue to be informed and consulted on these developments as the work progresses.

Alison Weaver is a former president of BATOD and represents the association on the FEAPDA council.

Breaking Down the Barriers

LEARN BRITISH SIGN LANGUAGE ONLINE TODAY
ONLY £19.99



Learn online, at your own pace, from the comfort of your home or office. Comprehensive, fun, fast, & effective.
DISCOUNTS FOR: STAFF TRAINING, SCHOOLS, & GROUP BOOKINGS

Find us at: www.british-sign.co.uk



What Went On at the NEC meeting held in Wimbledon on March 9th 2014

Paul Simpson files a report from the NEC meeting which took place in London after the Conference

NEC meetings which take place immediately following the annual conference always start earlier than usual as members have usually been staying overnight in the venue. This allows the meeting to finish early so that NEC members can return home and have at least some weekend time at home before starting the next week's work. Having welcomed new members – regional reps Sarah Angove from Wales and Alison Campbell from the Midlands – we started with conference feedback from Ann Underwood. It was her last conference NEC and all were delighted that it had been a great success. This was all the more so as a few weeks before it was feared that the turnout would be very low. In total there were over 150 people – BATOD workers, delegates and exhibitors – which ensured that the conference had a great buzz and lots of useful networking could take place. The keynote speakers were much appreciated and the workshops provided a variety of different perspectives on the theme of developing effective practice. These can be read in this magazine as can Ann's overall view of the day.

New President Andrea Baker welcomed members to the day and spoke of her pleasure to be taking the chair of the NEC. She once again expressed her thanks for everything that Ann had done and also she thanked Karen for her two years as President. Karen was equally delighted to take her place on the 'backbenches' as Past President. Stuart Whyte was warmly congratulated on his election as President Elect.

One of Ann's great contributions to BATOD was the redesign of the website and NEC is keen that members know all about its various features. Sue Denny had prepared a presentation about the range of features it now has which she presented to the NEC. This has now been put on the BATOD website for all to see but it will also form part of some forthcoming regional meetings.

We then divided into working groups which took us up to lunchtime. The first group looked at the communication modes page on our website. We all agreed that BATOD does not need a communication policy as such but a clear description of the various available modes and approaches as well as a statement that our key role is to support the membership in whichever mode they are working. We decided therefore to update the descriptions using where possible practitioners in that field and linking to relevant websites for more information.

A second group under Karen Taylor's leadership looked at increasing the range of apps on the resource pages of our website. The fruit of this group will be seen in the coming weeks!

Finally a third group considered the development of the local offer which is a key element of the Children and Families Act. It is important where possible for BATOD members to be involved in the development of the local offer – and some schools are also producing their own local offer and we intend to produce some guidance and exemplars to support the members. These will appear on our website.

Each group reported back allowing members of other groups to contribute to the other groups' thinking.

After lunch we turned to association business. This involved ensuring that actions decided on at the previous meeting had been progressed as well as hearing from and questioning the National Executive Officer and Treasurer. We then considered reports from the various regions and nations discussing any points they had brought to NEC for consideration such as an enquiry as to whether Academies should be charging for support services for deaf children (the answer is no unless maintained schools are also charged). The Consultant also gave us a flavour of the sorts of enquiries he has received from members – many of them related to service reorganisation and the effects of changes to funding. As usual the full and comprehensive minutes of this meeting will appear on the website in due course.

The meeting closed on time at 2pm and members returned to all four corners of the UK inspired after the conference and NEC meeting and looking forward to the next meeting to be held in London in June.

The meeting closed on time at 2pm and members returned to all four corners of the UK inspired after the conference and NEC meeting and looking forward to the next meeting to be held in London in June.

Paul Simpson is the National Executive Officer of BATOD.





Batting for BATOD

In the words of Ann Underwood, blessed are they that go round in circles – for they shall be called big wheels!



As a supply Science teacher in the new city of Milton Keynes in 1981, I was asked – ‘see if you can help Gatehouse school for the deaf. They need a science teacher who knows how we operate on Stantonbury Campus’. And so began my career as a ToD, although it was a few years before I became a disciple of Brian Fraser at Birmingham University and earned a BPhil in deaf education and QToD status.

Although a fairly ‘green’ Teacher of the Deaf I joined the NEC in 1987 believing that all ToDs belonged to BATOD. I understood that the organisation represented the interests of ToDs and those young people with whom they work. Although the many issues that arose from government actions meant that for a while BATOD became reactive rather than pro-active, as National Secretary I tried to encourage a growth in membership and ensure that the membership of BATOD was fully informed about all those aspects which affect the daily working life of a ToD. Today NEC is determinedly building up the BATOD membership as numbers of ToDs decrease, explaining the value of membership to professional development and stability, creating opportunities to share knowledge and skills. (Going round that circle?) This was certainly part of my Presidential drive between 2008 and 2010 when I took over the leading role from Alison Weaver.

As ‘Ann of BATOD’ I became a clearing house for all sorts of information, both general and specific and my study was bursting with information and files about current issues. Sharing that information via the Association Magazine became an exciting project, with the Magazine changing format and subsequently including colour. Apart from acting as Editor to the Magazine (not the Journal) and developing publications skills I invented the Action Briefs which kept members in touch with major political issues and provided suggested courses of action for our membership. Today Paul Simpson draws together the modern equivalent – the e-newsletter. (Going round that circle?)

The move towards technology was not an easy path but it did lead me to develop the BATOD website – which is in fact an archive of many BATOD papers, responses, advice and resources. Many thanks to Matthew, my son, who created the bespoke website for us. The BATOD display boards



provided current information and leaflets at events. Sharing information and instances of good practice are, I believe, the keynotes for strengthening our particular area of the teaching profession. As a result of our moving on and making that information far more accessible, searching our BATOD website, especially in the resource area, provides materials ready to use with deaf students. With the support of BECTa (now long gone!) we set up an email forum so that a question to the ToD email list attracts a range of helpful conversations from around the UK. With today’s social media we can contact colleagues via Facebook and Twitter. (Going round that circle?)

Information is much more accessible today as our media is such much faster – instantaneous – but throughout conference evaluations we find that ‘Networking’ is one of the most valued attributes of conferences. For me, meeting ToDs and sharing my knowledge and information with them in all formats has been all important.

Working for my professional colleagues in BATOD I have taken on many roles and tasks: President, National Secretary, CPD, Publications, Website Manager, Conference Organiser, negotiator and representative. Keeping up with technology I was part of the DCCAP (Deaf Children’s Communication Aid Project) seeking out useful software and hardware to improve the life chances of deaf children. There will be a big hole in my life no longer working on

BATOD communications – thank you to all those people who have sent good wishes. (Going round that circle?) I shall treasure the engraved Jasper Conran vase presented to me at the Developing Effective Practice Study Day.

Ann Underwood was President of BATOD from 2008 to 2010.





iCARE kick-off meeting

Paul Simpson gives his account of a 'kick off' meeting of a new European project held at the University of Leuven, Belgium on 17th/18th February 2014

In February I attended the 'kick off' meeting of iCARE, a new four-year European Marie Curie Initial Training Network project representing FEAPDA, which is one of a number of associated partners whose role is to support the main partners in their work on the project. This is a summary of the rationale behind the project from the iCARE website:

Abstract of the project:

Communication through language is vital to develop and maintain everything around us. By 15 years of age, about 5 out of 1000 children suffer from a moderate, severe or profound hearing impairment that can potentially affect communication, learning, psychosocial development and academic achievement if not appropriately handled.

The EU promotes the active inclusion and full participation of disabled people in society. However, full active inclusion in an oral society can only be achieved through cooperation and involvement across disciplines (language, psychology, audiology, engineering, special education ...). It is therefore of fundamental importance to approach the inclusion of children with hearing impairment in an interdisciplinary manner, and to train future experts to adopt such principles in their research and practice.

The objectives of improving Children's Auditory REhabilitation (iCARE) are twofold: 1) to provide training to create a new generation of researchers capable of exploiting the synergies between different disciplines to optimise spoken communication in children with hearing impairment, and 2) to combine research across disciplines to develop novel methods, training skills and procedures for improving auditory rehabilitation.

iCARE is an international and interdisciplinary consortium from academia, industry and socio-economic agencies. The training consortium is unique because the partners are specialised in a variety of disciplines, both technical and non-technical, all of utmost importance to the core issue: optimising inclusion of children with hearing impairment in an oral society through evidence-based research. The consortium will provide comprehensive training of fellows to become 'communication experts', and enable the development of novel methods, tools and evaluation material that will suit the evolving needs of children with hearing impairment in a holistic manner.

There was an eclectic range of professionals from different fields around the table for the day and a half meeting: these included the facilitator who is a professor in the department of neuroscience working in the field of audiology and speech pathology, a special education psychologist, an ENT consultant from Greece, a

researcher from UCL, a post-doctoral student from Germany, an employee of Cochlear, an audiologist, a researcher into binaural hearing, a professor of acoustics, a professor of biophysics, a professor of electrical engineering and acoustics, a developer from Ecophon, administrative support from both the University and the EU... and me. A professor of e-learning was unable to attend due to ill health.

The opening session was devoted to detailed consideration of the contract and aspects of funding the principal partners and the related legal aspects of the various activities.

Then each full and associate partner gave a short PowerPoint presentation about themselves and their work. The range of activity was huge and included the following:

- teaching and research in the **University of Leuven hospital** with 400 students in the field of communication, hearing, speech, and language covering the entire length life span from birth to the elderly – with 10 full members of staff, 24 PhD students and 4 post-doctoral researchers
- a Medical Acoustics group at **Aachen University** working on creating a virtual room for research into room acoustics and binaural technology using artificial heads
- a **Hearing and Implant Lab in Nijmegen** working in the field of psychophysics aiming to improve the quality of products for hearing-impaired listeners; and working on the whole range of hearing aids and implants, specifically with children with cochlear implants to explore directional hearing and how well children can use cues to learn to understand in different surroundings; also developing an objective measure to assess central auditory functioning
- **Cochlear** – a worldwide Australian company with almost 300 000 recipients of devices – not just **CIs** but bone anchored devices too and also hybrid hearing aids/cochlear implants; they are working on data logging (the 'auditory diet') to see what is being processed in different conditions and developing new tools to predict outcomes for individual children, also working on understanding the 'listening effort'
- from the **Swedish University of Gavle** work is being undertaken into the relation between memory (different types eg working, phonological and episodic memory), attention and acoustics and making comparisons between the acoustic conditions of open plan offices and classrooms (and, of course, open plan classrooms)

- from the **Swedish Institute for Disability**, research into how cognitive development is related to the development of communicative, reading and writing skills – researching into four cognitive skills – working memory, executive functioning, lexical access and phonological skill; they are working with 200 oral children with cochlear implants to determine why they achieve lower performance levels in some cognitive tasks than hearing children; is it linked with age at implant and whether binaural implants have been fitted?; they are developing a training programme for use at home
- Lorna Halliday (formerly a member of CRIDE) from the **UCL department of Developmental Science**, a section working in the area of Speech, Hearing and Phonetic Sciences with 1500 students; she is working on deaf children with mild and moderate hearing loss studying auditory processing and language; interested in what are the risk factors for language difficulties for this group
- **Noldus Information Technology** is a company developing software for behavioural research; it offers training and consultancy and is working in the fields of innovation and collaboration – such as this project; they are working also on analysis of facial expressions – determining emotions objectively through measurement of facial changes – the youngest they can work with at the moment is three years old but they would like to develop it further for younger children
- **University of Macedonia's Department of Educational and Social Policy**, hearing impairment and communication disorders section, is working on the development of speech processing cues in deaf children for the acquisition of grammar.

In addition to the major partners there are also associate partners whose role is partly to fulfil the training need for the researchers from the main partners. Their role is to facilitate exchanges and experiences across the different disciplines so that academic researchers may experience aspects of the education of deaf children or the work of an acoustics laboratory. FEAPDA's role is to facilitate experiences, through its members, for a range of the researchers in the field of deaf education – the idea being to strengthen their understanding of the wider context in which they are working.

The associates:

An **ENT surgeon** working in Greece; a company specialising in acoustics – and known to BATOD – **Ecophon**, interested in memory and acoustics and raising awareness of the issues; hearing aid manufacturers **GN Resound** involved in research and design; **Hearing Coach**, working on the early identification

of work/recreational noise damage which accounts for 40% of all occupational illnesses – they organise and implement hearing conservation programmes following a holistic approach; finally I introduced **FEAPDA and BATOD** – quite different types of organisation and role but seemingly of great interest to the other partners.

The rest of the meeting involved detailed discussion about how to record activities contained within 11 work packages; the project includes a number of researchers at both post-doctoral and PhD level, these are known as ERs (Experienced Researchers) ie postdoc and ESRs (Early Stage Researchers) ie students studying for their PhD, and have to be engaged to work on these various work packages and the interviews for these posts are taking place now. The first one has been appointed and might be interested in visiting UK provision to get a taste of deaf education. She is German, a trained psychologist, working in Nijmegen in the Netherlands but doesn't speak Dutch (yet).

Towards the end we had some discussions about where we might be able to extend FEAPDA's work on the ToD competences arising from the Leonardo da Vinci project. Part of the delivery of training in the overall project will be e-learning and we wish to explore this as a possibility for teachers across Europe learning to improve their knowledge, skills and understanding about the education of deaf children. We realise that we need to expand the range of people involved from the original Leonardo partners and will set up a virtual meeting to look at the implications eg the training cannot be free so who will be motivated to purchase it if their country does not have a mandatory qualification requirement? Also how do you account for countries where this work is done by other professionals eg audiologists, speech and language therapists – some accredited prior learning would have to be considered. There are huge complications but the aim of widening the abilities of teachers working with deaf children is one worthy of further exploration.

Finally, wearing my BATOD hat, I saw several possibilities for the magazine and website both through articles, contributing to the research pages and even perhaps international advertising!

Paul Simpson is National Executive Officer of BATOD and President of FEAPDA.



Audiology updates

This page 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

Update:

The benefits of inter-agency collaboration are well documented, but specialists don't always appreciate what information other professionals would find helpful, or why. Some Teachers of the Deaf say that requests are declined by clinicians without a clear reason and, conversely, they feel that information provided to clinics isn't valued or acted upon. So what can be done to ensure effective two-way communication?

Often, good relationships have been developed because a ToD has been proactive. An initial step might be accompanying a child to a clinic appointment: observing the procedures can start a useful dialogue and also enables both sides to put faces to names – always a positive step!

Similarly, joining the local CHSWG (Children's Hearing Services Working Group) provides opportunities to forge links and share information with a range of specialists.

Clinics can be very accommodating in arranging placements for school staff looking to improve/update their audiological knowledge. Shadowing audiology professionals clarifies what information they generate and helps clinicians appreciate how sharing data supports the ToD role.

The traffic doesn't have to be one-way. Visiting 'their' deaf children in the classroom or resource provision will show an audiologist the impact their work has on social and educational development. And seeing the routine audiological management taking place will reassure them that any information they provide will be used well. Bear in mind that an open invitation will be appreciated, but is more likely to be taken up if linked to an event eg National Deaf Awareness Week activities, a staff training session or open day.

Ultimately, we are all more confident sharing information with people we know – so don't be a stranger to your fellow professionals!

A reader asked:

What tips do you have for encouraging a self-conscious teenager to use his hearing aids (and, ideally, his FM system) in school and outside? He has a severe bilateral hearing loss and was a 'good' user until he entered Key Stage 4. He insists he can cope without them, despite evidence to the contrary. His parents say it is up to him.

You say:

- Sometimes it's best to do one thing at a time: focus on the hearing aids and come back to the FM system another time.
- A speech perception test and 1:1 chat about its implications for learning can work well, especially

if achievement is important to him.

- Develop links with deaf role models or a deaf peer mentor who can discuss his feelings of self-consciousness; this can be particularly helpful if the student doesn't have a deaf peer group.
- Collaborate with mainstream colleagues to ensure consistent expectations regarding the use of hearing aids.
- Agree a trial period – wear aids for six weeks and see if there's significant improvement in progress or engagement.
- Peer pressure can be positive: fellow students flagging up misunderstandings will demonstrate how much is missed without hearing aids.
- Don't give up on parents – demonstrate the difference between aided/unaided assessments, and discuss the implications for progression routes to college or work.

The experts* say:

It often helps to show students how hearing aids can improve access to music. There are many ways of doing this, but using direct input leads connected to the audio shoes is simple, low cost and effective. Ideally, use their own music; otherwise keep some current music on your own phone to play them.

Depending on their hearing aids, you could demonstrate wireless options available that enable connection to a variety of items (TV, home phone, mobiles via Bluetooth) eg ComPilot for some Phonak hearing aids.

Showing parents something like the Oticon Paediatric Counselling Tool can demonstrate which sounds they miss and the implications. You could explain the results of a Parrot test – or even carry out the test with a parent present, which may have more impact.

Teenagers often dislike handing over the transmitter at the start of lessons. Good, regular staff training can allow the routine to be discreet and classroom use to be effective.

A reader asks:

What is the best solution when you have one child in a classroom using FM and the whole class is watching and listening to something via the whiteboard? We have been told that the 'splitter' is not very effective. We want the whole class to be able to hear the audio at the same time as it is being transmitted to the FM child ie we do not want to eliminate sound for the whole class.

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: www.ewing-foundation.org.uk



ICT News: BETT show report

Louie Ruck was at BETT to see what was new, what was missing and what else was happening at the Excel Centre in February

In February, I had the pleasure of being able to attend the BETT show; as I'm currently on maternity leave, this seemed to be an excellent opportunity and not one to pass up on! I have never managed to get to the show before, so it was to be an exciting experience as I've often heard others say how good and informative it is. However I did go with an air of caution as I had also heard that there is still very a limited market of technology, other than sound fields and such, aimed at deaf education. Unfortunately, I have to say, I concur with this overall sentiment. There are a great number of new resources available for schools and classrooms, but I was disappointed to find that many of the companies had not considered the implications for deaf children, even basic needs such as subtitling. And yet, despite being warned of this before going, it still really surprised and saddened me. There is still an awful lot of work to do in raising the profile of the needs of deaf learners.

But rant over, the show, if you've not been, is a huge event with a great deal of stands taking up the whole of the Excel Centre's halls space. However, there does appear to be a lot of overlap with several companies offering similar products. I managed to count three different companies who supply outdoor interactive screens, and three companies who provide various versions of SIMS. So once we'd walked round and got a general gist of what was on offer (which took the morning), we were then able to go back with a more targeted view. Below is an outline of the stands I found most interesting.

Online learning platforms

The online learning platform appears to be the way forward, with most software companies looking at a learning environment which rolls into one, teaching resources, whether they be games, activities or tutorials, and pupil management systems making it easier to monitor pupil progress. Many are now including the ability to test pupils and allocate specific differentiated work to specific pupils too. Currently available systems include SAM Learning and I Am Learning. I have had personal experience with these two systems, and although I prefer SAM Learning, I Am Learning has the ability to allow you to write your own tests, which when working with SEN learners has the advantage that the questions can be differentiated appropriately including the language used. The drawback with I Am Learning is the time taken to create the test. Fortunately, when speaking with the team at the show and explaining this, they have said that they will create tests if the questions

and answers are sent to them. This will make using I Am Learning far easier and less time-consuming.

Another name easily recognisable name was Sherston. Sherston has been in business for over 25 years. One of their most famous games, Crystal Rainforest, is still used at Knightsfield to teach the children problem-solving skills. They have now created a learning environment based around their software, Planet Sherston. It does appear to be one of the better systems for pupil tracking; however there is limited ability to set your questions for tests. If setting your own questions and the ability to track pupils is what you need, MySchoolTests is a better bet. This system has the ability to complete gap analysis too, ideal for the SEN sector.

Literacy

There was a wealth of software and technology to support literacy development. Some of these were questionable as to their appropriateness for deaf learners such as Pearson's Bug Club. Bug Club is a way of encouraging young children to read and help them develop their understanding of phonics. Using synthetic phonics and computer games to recognise phonemes seems at face value to be an impressive way of learning. However the limitations are apparent for our learners in that they need to be able to hear accurately recorded sound. If you're a literacy specialist, this is probably a programme worth looking at, as with adaptation, it's a possible winner.

Literacy Planet is in a sense an online learning environment, but with a focus on reading. Reading tasks are presented through games on the computer which the pupils can then complete. Scores and records are kept of the pupil's progress and can be monitored by the teacher. What's nice about this particular package is there is due consideration given to the need for comprehension and not just decoding. Again, worth a look.

Raintree Online was one of my favourites of the show. They are an incredible company with a simple idea that can make a huge difference for some of our learners. Their idea is to take books and create interactive online versions for children to be able to read in conjunction

Interested in helping – but not on NEC?

Have you skills in graphics, design or publishing?

Could you help to organise conferences, exhibitions and CPD opportunities?

The Publications Manager needs your help please offer your expertise, contact publications@batod.org.uk

with the physical book. The words on the online version are highlighted as they are read by the computer. The audio of the computer can be turned on or off, as can the highlighting. Existing interactive books can be bought through Raintree, and, according to the rep on the stand, you can also request other, existing titles. Such a simple idea, and one which I've no doubt has been about before, but definitely worth looking at.

Another piece of software aimed at helping SEN pupils develop a better understanding of phonics is Phonics Booster. It's also another example of how the shift in technology in favour of audio is excluding a large number of deaf learners. The software sounds out the graphemes and blends shown on screen. Again, its activities are delivered through games and quizzes which, while fun, are most likely to be inaccessible for many of our learners. Unlike Literacy Planet, the facilities seemed much more limited and looked like there was less opportunity for adaptation.

Educational Audio

Educational audio systems are big business now, with many schools investing in sound fields because of the benefits to teaching, not just because of the needs of deaf children. Needless to say there were a number of sound field companies present. Connevans were of course there with their latest catalogue and good deals on their latest stock including the newest Phonak system, Roger. However many of the sound solution companies were represented on their own stands including Monacor, Lightspeed (creators of Redcat and Flexcat), and FrontRow (creators of Juno). Being the good traders that they are, each of them had competitions to win various pieces of equipment, but despite my very best efforts I was thoroughly unsuccessful! One of the most interesting developments was the new Flexcat system from Lightspeed. Flexcat is a portable desk-based 2-way communication system which improves collaborative group learning. If you've already got the Redcat, it's worth taking a look at.

SEN

Each year at the show there is a corner dedicated to SEN specific companies. There were a good number of stands offering a range of services and products, but very few that were specifically targeted at deaf education. Having said that, there were a number of 'sensory room' specialists who had a range of very beautiful and captivating light displays. Moving away from deaf specific aspects and more towards my own specialism, dyscalculia is becoming more widely recognised with one stand having specific software to help pupils with this learning difficulty. Dynamo Maths is a computer-based dyscalculia assessment and profiling facility which includes a number of tasks and activities to help the pupils develop the areas where they are most challenged.

ICT

And finally, no surprises for there being a wealth of ICT subject specialist companies at BETT! I only briefly

glanced at a few of these after seeing all the others, but there were two that caught my eye and are worth a mention. The Raspberry Pi is an excellent piece of British computer engineering that makes computing at the most basic level accessible and affordable. Whether or not it encourages pupils to take an interest in computer science is debatable, but there certainly was a lot of interest around the stands where the Raspberry Pie featured. Indeed OCR had their own Raspberry Pie on display along with a series of freebie materials including a Getting Started Tutorial flipbook which is surprisingly well written, easy to understand and with clear pictures.

The last stand which I took interest in warmed the cockles of my heart. Replay Events is a new company which brings back the good old days of 80s computing using BBC Micros to encourage gaming and programming (in BASIC of course!). They are able to come to schools to deliver events and enthuse pupils using the 'retro' theme. It was a genuine surprise to see the Beebs and a most welcome end to an incredibly busy day.

Websites worth a visit

Dynamo Maths: www.dynamoprofiler.co.uk

I am Learning: www.iamlearning.co.uk

Lightspeed: www.lightspeedtek.co.uk

Literacy Planet: www.literacyplanet.com

MySchoolTests: www.myschooltests.co.uk

Planet Shertson: www.planetsherston.com

Raintree Online: www.raintree.co.uk

Replay Events: www.replayevents.com

SAM Learning: www.samlearning.com

BATOD Regional Meetings

May

19 BATOD East

Committee meeting 17.30 - 18.30 Westgate Primary School, Bury St Edmunds

21 BATOD Midland

Twilight (16.30-19.30)

Nicola D'Urso (speech therapist) HI and verbal dyspraxia, Andrea Baker trialling the new Education and Health Care Plans

Percy Shurmer Academy, Birmingham B12 9ED

June

25 BATOD East

Twilight training
Bury St Edmunds

November

13 BATOD North

Study Day – Supporting and Challenging Deaf Children

Location to be confirmed

This and that...

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

Capita Personal Independence Payment (PIP) to launch apprenticeship and skills programme to attract disabled people

- ◆ To mark National Apprenticeship Week, Capita Personal Independence Payment (PIP), with the support of the Department for Work and Pensions (DWP), is to launch an apprenticeship and skills programme, which it hopes will attract more disabled people to join its organisation.
- ◆ Capita has committed to ensure that at least five per cent of its non healthcare professional staff based in London and Birmingham are apprentices. Starting in April, the programme will recruit 16-18 year old apprentices. Roles offered will be across the enquiry centre, reception, administration, training, resource and planning.
- ◆ As part of the apprenticeship and skills programme, Capita will engage with local schools in Birmingham and London to promote work placements for 14 to 16 year olds.
- ◆ For more information and to apply visit www.trainedtodo.co.uk

NSPCC research project

An NSPCC funded research project wants to gather the views of deaf and disabled children and young adults about their experiences of the child protection system.

The research is being carried out by researchers from the Universities of Edinburgh, Strathclyde and Coventry and is being funded by the NSPCC.

They are looking to interview deaf and disabled children and young adults (between 11 and 26 yrs old) who have been hurt or harmed by other people, about their experiences of child protection services.

To take part or to get more information telephone 0131 651 6259, email childprotection@ed.ac.uk or visit the University of Edinburgh research website.

Phonic Check

The 'Check administrators' guide' (CAG) has been produced by the Standards and Testing Agency (STA) for the phonics screening check 2014. Anyone who is involved in the administration and scoring of the phonics screening check is advised to read the document as it contains important information about what to do before, during and after the check. A copy of the guide should be taken into the room where the check will be administered.

More information is available on the DfE website.

CRIDE reports 2013

- All the reports from the CRIDE survey of 2013 are now available on our website. This includes the reports from Northern Ireland, Scotland and Wales (in both Welsh and English).
- You can access them by going to the BATOD website home page and clicking on 'The CRIDE Survey formerly known as the BATOD survey'.

An apology

In the March edition of the magazine an article entitled 'Developing literacy skills with deaf children' on page 14 by Veronica O'Hagan should also have been accredited to its co-author Patricia Woods. We would like to apologise for this omission.

Children and Families Bill receives Royal Assent

Following two years of consultation, debates and local authority testing the Children and Families Bill received Royal Assent on 13th March. The Act will introduce a number of changes to the way disabled children and young people and those with special educational needs (SEN) receive support going into the future.

The key changes include:

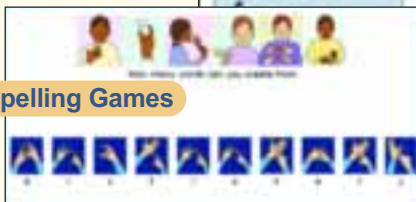
- Giving parents and young people control over the decisions about the support they are given.
- The introduction of Education, Health and Care plans in replacement of Statements.
- Personal budgets for parents and young people to carry out their EHC plans.
- A requirement on local authorities to provide a Local Offer which will include the education, health and care services.

Fed up with reinventing the wheel?

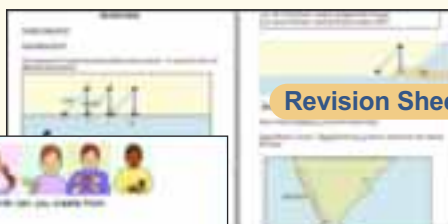
We are developing the Resources area on the BATOD website so that members can share teaching materials, ideas and expertise.

Do you have a resource that you are particularly proud of and would be willing to share?

Fingerspelling Games



Revision Sheets



Literary Resources



Science Dominoes



Visit **Resources** ► **Teaching Materials** at www.batod.org.uk to complete a submission form and add your contributions.

Primary Sign online sign language learning course for deaf and hearing children

Introducing a new way to help ensure deaf children are included in the mainstream.

Deaf awareness amongst the hearing peers of deaf students is important to developing good relationships and productive learning experiences. The teaching of good communication strategies and Sign language is also important.

Accessing child friendly sign language resources can be an issue. Primary Sign is a company based in the North West of England. Knowing that it was difficult to send BSL teachers to every school, Primary Sign came up with an online BSL e-learning kit for both deaf and hearing children aged 5-11.

Children can go through 13 modules at their own pace, learning signs about the weather, animals, emotions and other topics.

Ready to use. Each module contains handy teacher guides, printable hand-outs and paper based games for the classroom. There are over 30 games and quizzes for the child to check their understanding on the spot and teachers can print certificates to reward learning. Hand-outs can be printed to recap lessons where a computer is not available.

No prior knowledge of sign language required. The Primary Sign system is so easy to use, anyone can learn at their own pace. Teachers can be confident that the system can teach sign language as they go. A great resource for teachers in the mainstream when specialist teacher of the deaf support is not available.

It is safe. The online system is robust and secure so schools are able to access it through IT firewalls. There is no exposure to product marketing or advertisements.

Something for the whole school. There are up to 200 logins available for each school and teachers can create levels of access for different classrooms.

Make some money. Schools can make back some of the money used to purchase Primary Sign by holding lunchtime Sign language clubs and enabling other students and staff to have a go.

Cross-curricular links: Link Primary Sign modules to maths, reading and PSHE. There are a number of modules that teach numbers through counting sequences, time, feelings and the fingerspelling games can be used to help students with their spelling.

The headteacher from St Paul's School in Feniscowles had this to say: "Not only is Primary Sign engaging student with their learning of a language but it is having an impact on their learning across the curriculum, particularly in literacy – speaking and listening."

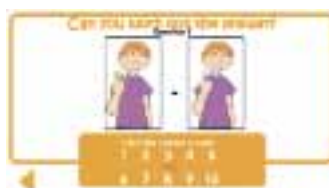
Ideas for using Primary Sign in the classroom

- Use the numbers module in your maths lesson. Practise addition, subtraction and number sequences with your students.
- Fingerspelling helps with memory. Using the alphabet module as a start, create a finger-spelling bee!
- Students can practise their handwriting at the same time as learning new signs using Primary Sign hand-outs!
- Primary Sign is perfect for itinerant and resource teachers of the deaf as you can use the same login for different students at the same school.

A 1 year subscription to Primary Sign is available for £199 and is as little as 70p per student per year. This gives you 13 modules of Primary Sign, full technical support, up to 200 logins, hand-outs, teachers' guides, online and paper based quizzes and games.

To check out what a module looks like, go to www.primarysign.com and click on Free Trial.

Contact schoolofsignlanguage@gmail.com for further information, we will be happy to hear from you!



Increase hearing children's confidence in communicating with their deaf friends and involve the whole school in learning British Sign Language.

Reviews

Planning for Children's Play and Learning – Meeting Children's Needs in the Later Stages of the EYFS

Author Jane Drake
Published 2014
Publisher Routledge
Reviewer Corinda M. Carnelley – Peripatetic Teacher of the Deaf, London Borough of Croydon

I so wish this book had been around when I started teaching. Looking back on my little group seated around (attached to?) their group hearing aid, I often feel that their learning could have been so much more exciting and certainly a lot more play orientated.

This book recognises the importance of play as a context for teaching, learning and assessment and links theory with practical examples to show practitioners how they can best support the children in their care.

The book includes practical guidance and ideas on

- creating stimulating learning environments indoors and out
- planning exciting focus activities and experiences

- responding to children's individual interest and supporting personalised learning
- assessing children's learning and development within the EYFS framework
- developing partnerships with parent and learning links with home.

There are photographs and diagrams of children's work sprinkled throughout the text; it is easy to read, and each chapter has direct links to the EYFS. There are thousands of ideas and suggestions with something for everyone.

The main drawback from a BATOD point of view is that Special Educational Needs barely gets a mention, and deafness isn't even listed in the index. However, if you are working with this age range and feeling jaded, or just overwhelmed, I would recommend this book as a good place to start the revival of your teaching.



BATOD was there representing you...

Between the NEC meetings, members of BATOD attend various meetings that are of particular interest to Teachers of the Deaf. This list is not exhaustive. Your representatives at the meetings listed included: Andrea Baker, David Couch, Sue Denny, Paul Simpson, Karen Taylor, Linda Watson

Date	External participants	Purpose of meeting	Venue
March			
11	NatSIP	Workstream 4 planning meeting	British Library, London
19-20	FEAPDA	International Deaf Learners' Conference	Eye Film, Museum, Amsterdam
25	Communication Trust	Regular meeting	The Lift, London
26	FLSE SEND Forum	Regular meeting	Engine Rooms, London
27	CRIDE	Regular meeting	Frank Barnes School, London
April			
8	Ofqual	External Advisory Group on Equality	Ofqual, Coventry
12	FEAPDA	Committee meeting	Luxembourg
16	NatSIP	HOSS conference planning meeting	NDCS, Birmingham
17	NatSIP	Meeting to discuss acoustics consultation	NDCS, London
May			
7	Maney	Contact meeting	Carlton House Terrace, London
9	NatSIP	Reference group	SENSE, London
13	CRIDE	Regular meeting	Chandler House, London
14	FLSE SEND Forum	Regular meeting	Engine Rooms, London
16	DESF	Regular meeting	AoHL, London

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

Abbreviations and acronyms used in this Magazine

AoHL	Action on Hearing Loss	ICT	Information and Communications Technology
ASD	Autistic Spectrum Disorder	ICToD	Implant Centre Teacher of the Deaf
BASIC	Beginner's All-purpose Symbolic Instruction Code (computer language)	IEP	Individual Education Plan
BATOD	British Association of Teachers of the Deaf	IT	Information Technology
BBC	British Broadcasting Corporation	L1 L2	First and second language
BCRP	Better Communication Research Programme	M Ed	Master of Education (post-graduate degree)
Becta	British Educational and Communications Technology Agency	MSI	Multi Sensory Impairment
BETT	Education technology exhibition	NatSIP	National Sensory Impairment Partnership
BME	Black and Minority Ethnic	NDCS	National Deaf Children's Society
BPhil	Bachelor of Philosophy degree	OCR	Name of an Awarding Organisation
BSL	British Sign Language	Ofqual	Office of Qualifications and Examinations Regulation
CACHE	Council for Awards in Children's Education	PhD	Doctor of Philosophy
CAMHS	Child and Adolescent Mental Health Service	PMLD	Profound and Multiple Learning Difficulties
CE	Cued English	PSHE	Personal, Social and Health Education
CI	Cochlear Implant	QToD	Qualified Teacher of the Deaf
CPD	Continuing Professional Development	RAISE	Reporting and Analysis for Improvement through school Self-Evaluation
CRIDE	Consortium for Research In Deaf Education	RNIB	Royal National Institute of Blind People
CS	Cued Speech	SA	School Action
DCCAP	Deaf Children's Communication Provision/Project	SA+	School Action Plus
DESF	Deaf Education Support Forum	SAM Learning	Online educational service
DEX	Deaf Ex-Mainstreamers Group	SE7	South East 7 - SEND Pathfinder
DfE	Department for Education	SEN	Special Educational Needs
DVD	Digital Versatile Disk	SENCo	Special Educational Needs Co-ordinator
EAL	English as an Additional Language	SEND	Special Educational Needs and Disability
ENT	Ear, Nose and Throat	Sense	National charity for people with deafblindness
ER	Experienced Researcher	SIMS	Student Information Management System
ESR	Early Stage Researcher	SLCF	Speech, Language and Communication Framework
EU	European Union	SLCN	Speech Language and Communication Needs
EYFS	Early Years Foundation Stage	SLD	Severe Learning Difficulties
FE	Further Education	SMART	(of targets) specific, measurable, achievable, relevant, time-based (other versions are available)
FEAPDA	Fédération Européenne d'Associations de Professeurs de Déficients Auditifs (European Federation of Associations of Teachers of the Deaf)	SSE	Sign Supported English
FLSE	Federation of Leaders in Special Education	TA	Teaching Assistant
FSM	Free School Meals	THRASS	Teaching Handwriting And Spelling Skills
GPC	Grapheme/phoneme correspondences	ToD	Teacher of the Deaf
HE	Higher Education	UCL	University College, London
KS1,2	Key Stage 1, 2 etc.	UK	United Kingdom
HI	Hearing-Impaired	VI	Visually Impaired
iCARE	Improving Children's Auditory Rehabilitation (European project)		

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'.

Full details of membership plus membership form are available at www.batod.org.uk ► The Association ► BATOD Membership

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; payable at the end of the year).

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
May			
19	The Ear Foundation	Listening with the Third Ear: Counselling Skills for Audiologists Day One	The Ear Foundation Marjorie Sherman House, 83 Sherwin Road Lenton, Nottingham NG7 2FB
19	BATOD East	Committee meeting 17.30 - 18.30	Westgate Primary School, Bury St Edmunds
19 - 25	DAW	Deaf Awareness Week	Nationwide
20	The Ear Foundation	Children with Cochlear Implants at Secondary School	The Ear Foundation, Marjorie Sherman House
21	BATOD Midland	Twilight (16.30-19.30) Nicola D'Urso (speech therapist) HI and verbal dyspraxia, Andrea Baker trialling the new Education and Health Care Plans	Percy Shurmer Academy, Birmingham B12 9ED
24	Tariq Mahmood	Hearing Professionals and BSL Interpreters working with Deaf Muslims; workshop	London, tba
June			
3 - 5	UCL Ear Institute	Auditory Processing Disorders	UCL Ear Institute, 332 - 336, Grays Inn Road, London WC1X 8EE
3	The Ear Foundation	Deaf Children at Primary School: for Teaching Assistants	The Ear Foundation, Marjorie Sherman House
5 - 7	HEAL 2014: HEaring Across the Lifespan	International Conference on Hearing	Cernobbio (Lake Como), Italy
13	The Ear Foundation	CONFERENCE: Deaf Education 2014: Listening & Literacy	The Ear Foundation Education Programme held at National College for School Leadership, Triumph Road, Nottingham, NG8 1DH
14	BATOD NEC	Association Business	NCVO, London
17	The Ear Foundation	Children with Cochlear implants in the Early Years	The Ear Foundation, Marjorie Sherman House
20	The Ear Foundation	Developing listening and spoken language; a reflective practice workshop	The Ear Foundation, Marjorie Sherman House
24	The Ear Foundation	Deaf Children at Secondary School: for Teaching Assistants	The Ear Foundation, Marjorie Sherman House
25	BATOD East	Twilight training	Bury St Edmunds
28	NATED & ACSW	NATED & ACSW Conference 2014	Derby College, The Roundhouse, Johnson Building
30	The Ear Foundation	Listening with the Third Ear: Counselling Skills for Audiologists Day Two	The Ear Foundation, Marjorie Sherman House
July			
9 - 11	Anne Davies, James Cook Hospital	Hearing Aids: The Inside Track	The James Cook University Hospital Marton Road Middlesbrough TS4 3BW
24 - 28	Delta	Summer School 2014	Lancaster University
August			
1 - 4	Cued Speech Association UK	3 day Summer School	Devon
30 - 2 Sep	Sheffield University - hosting	51st Inner Ear Biology Workshop	The Edge, The Endcliffe Village 34 Endcliffe Crescent Sheffield S10 3ED
September			
5 - 6	BATOD Steering Group	Association Business	Hilton Garden Inn, Birmingham
27	BATOD NEC	Association Business	Hilton Garden Inn, Birmingham

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

Officers of Nations and Regions

BATOD contacts and Magazine Distribution

Northern Ireland batodnireland@batod.org.uk

Chairperson: Rebecca Millar
 Secretary: Valerie McCreedy
 Treasurer: Antonette Burns

Scotland batodscotland@batod.org.uk

Chairperson: Eleanor Hutchinson
 Secretary: Jean McAllister
 Treasurer: Elaine Harris

Wales batodwales@batod.org.uk

Chairperson: Revolving post
 (contact Sally Davies)
 Secretary: Lisa Whitney
 Treasurer: Rhian Gibbins

East batodeast@batod.org.uk

Chairperson: Jo Sayers
 Secretary: Trina Rankin
 Treasurer: Joanne Hughes

Midland batodmidland@batod.org.uk

Chairperson: Cate Latchford
 Secretary: Angie Wootten
 Treasurer: Robert Miller

North batodnorth@batod.org.uk

Chairperson: Sue Denny
 Secretary: Trish Cope
 Treasurer: Sandy Goler

South batodsouth@batod.org.uk

Chairperson: Meryl Hunt
 Secretary: Stevie Mayhook
 Treasurer: Meryl Hunt

South West batodsouthwest@batod.org.uk

Chairperson: Post vacant
 Secretary: Hazel Sutherland
 Treasurer: Post vacant

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

BATOD National Executive Officer

Mr Paul Simpson

tel/fax 0845 6435181

email magazine@batod.org.uk

...as should Association information and general queries.

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

Mrs Elizabeth Reed-Beadle
 BATOD Advertising Manager
 142 New Road
 Hethersett
 NR9 3HG

tel 01603 812111

email advertising@batod.org.uk

Full guidelines for submissions and abstracts of **papers published in the Journal 'Deafness & Education International'** are to be found at

www.maney.co.uk/instructions_for_authors/dei

Enquiries related to the Journal to:

Dr Linda Watson

email l.m.watson@bham.ac.uk

Manuscripts should be submitted online at

www.editorialmanager.com/dei

DISCLAIMER

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

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

Photocopying items may breach copyright.

BATOD Magazine distribution from:

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

Association Magazine ISSN 1366-0799

Published by: The British Association of Teachers of the Deaf, 21, Keating Close, Rochester, Kent ME1 1EQ

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

Magazine Project Manager: Rosi Hearnshaw



MA Deaf Education

(Teacher of the Deaf Qualification)

A two year, part-time blended learning course

Based within the Childhood and Inclusive Education Research Group, School of Education, University of Leeds.

A research intensive university

The programme will provide:

- the specialist knowledge and skills required to work across a range of different settings
- recognition of the potentially multilingual, multimodal context of deaf children's lives
- support from highly qualified practitioners including researchers, heads of service, schools and educational audiologists
- two short residential courses, day schools, regional – tutorials and on line learning

and, crucially, the opportunity to:

- become a critically reflexive practitioner
- engage with cutting edge research in your field
- develop a national and international professional network.

Further information including funding opportunities available can be found on the website: <http://www.education.leeds.ac.uk/postgraduates/taught-postgraduates/ma-deaf-education-by-distance-learning-teacher-of-the-deaf-qualification>

Programme Director

Dr Ruth Swanwick

Admissions Contact

Postgraduate Admissions
courses@education.leeds.ac.uk
School of Education
Tel: +44 (0)113 343 4550

Deaf children's language experience and development is fundamental to every aspect of the programme



UNIVERSITY OF LEEDS