



**BAI
ODI**
MAGAZINE

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Focus on Creativity

From your editor

The time-line for Magazine planning always amazes people. As I put this Magazine to bed, Pauline Cobbold and I are already organising and commissioning articles for the focus issue about cochlear implants next March. The May/June Magazine will look at 'reasonable adjustments' and so we are almost halfway through 2005! Even harder to comprehend is the fact that we are already considering the 2006 schedule! Because of the advanced planning it has been possible - and desirable - to provide BATOD with a long notice period to seek out a successor - or successors - to the editorship of this publication. Change will be inevitable and there will be a new stamp on the face of the Magazine. So if you think that you would like to help that move forward please don't be backward in coming forward, put your hand up now and see what the job could entail!

Have you put your Blue Skies CD from the front of the September Magazine into your computer yet? The CD gives an overview and a chance to find out the sort of information that is available on the evolving website. The reason I wanted to be a teacher was to share skills and pass on information - which is why I enjoy putting the Magazine together. The Blue Skies Project website www.blueskiesproject.org.uk is doing exactly the same by pulling together IT resources that are specific to Teachers of the Deaf. Like the Magazine it does need your input to make it work, so if you haven't done so yet, boot up your Internet Browser and go and have a look at some of the resources that could make your teaching more effective.

There is a lot going on in the UK which is setting an example to many other countries that are still developing provision for deaf children - so make sure that our expertise is available to a large audience - write an article for the Magazine and send it in. You will find guidance about how to do this on page 36 - the same article is also on the website in the Magazine folder along with the parental permission form for photographs.

A nn
Magazine editor

website: www.BATOD.org.uk

Our email addresses are easy to remember. They all end @BATOD.org.uk So the Magazine will be:

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Need to contact BATOD?

talk to

BATOD Secretary Paul Simpson

email: secretary@BATOD.org.uk

answerphone/fax 01494 464190

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Cover Picture

Bobby vocalises for Peter on the stetoclip -see Dancing on the Piano - page 4



..... thoughts from my potting shed

Carole Torrance, President

Ann Underwood has edited this magazine you are holding. She has worked hard at creating a magazine that is a pleasure to read through. She collects and cajoles a huge number of articles that cover a vast range of topics. If, like me,

you keep and file your copy of the magazine you can look back and see the evolution over the last few years. There are always articles that are informative on a wide range of topics. I think the BATOD magazine reflects good initiatives and practices of Teachers of the Deaf across the UK. Ann has created a magazine we are justly proud of. Over the years she has built up a team of commissioning, reviews and ICT editors, proof readers and regular contributors that has ensured the continuing development to keep you, BATOD members, at the forefront of new information and ideas as well as cognisant of the work that the Association is carrying out on behalf of all Teachers of the Deaf.

I want to thank Ann for all her work on the Magazine she has created. So it is with a mixture of feelings that I announce Ann's intention to retire in 2007. This may seem a long way off but in publishing time-scales it is only a few Magazines away.

Perhaps it is to do with our demography that another editor is about to retire. Clare Gallaway - editor of Deafness in Education International (DEI) - has also announced her intention to retire early in 2006. DEI is another publication BATOD can be justifiably proud to be associated with. The research articles are as wide-ranging in subject matter as they are in geographical location. It is good to be able to tap into the latest research to inform our practice as teachers and role as advisers to education authorities and colleagues.

Both these people will be hard to follow. But as with all posts there are many ways of approaching the job. Succession for both editorships is on the agenda for the next Steering Group meeting in mid November. The next magazine will have more information on these forthcoming vacancies.

The BATOD organisation has a rich seam of supportive colleagues. I wish to acknowledge the

work done and to record my appreciation for the time and energies devoted to the smooth running of the organisation.

Paul Simpson can be regarded as the 'voice' of BATOD as he is often the first contact with our organisation. Having Paul working part time as BATOD's secretary has increased the amount of business matters we can realistically deal with. He deals promptly, patiently and professionally with enquiries.

Other NEC posts are filled from within the National Executive Council (NEC) membership.

The National Executive Committee (NEC) of BATOD has a membership of 29. This number is made up of elected members and representative from nations and regions. Within this group there is an amazing range of experience in deaf education. We have teachers from units (primary and secondary) and from peripatetic services, heads of schools and services, educational audiologists, Implant Centre Teachers of the Deaf and consultants in deaf education. The continuum of communication modes is fully represented.

This rich diversity of backgrounds periodically changes as members serve their term of office and move on. Just as a kaleidoscope has no perfect pattern, BATOD NEC has no perfect mix of members. Each election brings in the new and enthusiastic volunteers from all levels and each individual brings new perspectives to BATOD. The Association will continue to thrive and be dynamic with the rolling programme of new members from all areas of deaf education.

Not only BATOD benefits from the skills and energies of these people. Every member of NEC has their horizons opened, views challenged and new responsibilities that enrich their professional lives and contribute to a continuing professional, and often personal, development.

Carole

For the interest and information of members of BATOD Paul Simpson has highlighted some parts of the recently produced report by Ofsted into the inclusion of children with SEN in mainstream schools. It is to be found on the BATOD website at Home/Articles/Inclusion/Ofsted report on inclusion in mainstream schools.

What went on at NEC Saturday 25 September 2004

Andrea Baker

The morning began with Carole Torrance reading out a letter received from Jenny Baxter, Assistant Secretary, who is recovering after a serious cycling accident in France. It was good to hear that she is making the most of her enforced rest by discussing the merits of various French wines with her doctors! This was to be one of Jenny's last meetings as Assistant Secretary, as she wishes to step down from the post. We send her our thanks for her dedication and the excellent work she has done over the years, together with very best wishes for a steady recovery and safe return to England. There was some discussion of the changing role of Assistant Secretary and the feeling was that the post has evolved and would now better be described as Minutes Secretary. At present the post remains vacant.

A major role of BATOD is to liaise with other organisations and raise the profile of low incidence needs. This was evident in the variety and volume of correspondence discussed and was also reflected in much of the work carried out since the last NEC meeting.

BATOD is to meet with NASEN in November to continue the discussion on how the two organisations can work together. Minutes of a recent exploratory meeting are to be found in this Magazine.

BATOD is continuing work on updating the present CPD log format. Unfortunately the current log does not link to the Performance Management guidelines used in England and Wales (although it continues to be widely used in Scotland). In the meantime, ToDs who have completed logs are urged to return them for verification, after which replacement logs will be sent out.

The BATOD Guide for Inspectors of Mainstream schools with Deaf students is also to be updated and distributed to new contractors from January 2005, following the publication of the new Ofsted framework. It will also be sent to Eileen Visser, Ofsted officer with responsibility for SEN.

A pleasing development is that the new Disability Rights Commission appointee to the General Teaching Council, Barry Carpenter, has expressed a strong desire to work with BATOD and is keen to represent the interests of unattached teachers, having managed a team of such teachers in a previous career. BATOD is pleased that at last the

'unattached voice' will be heard at the GTC. BATOD is to arrange a meeting with Barry after half-term to which NASEN and SENSSA will also be invited.

The Association of Verbatim Speech to Text Reporters has expressed concern to BATOD that Possum, the firm making Palantype keyboards used by many speech to text reporters, is ceasing to either make new or maintain existing keyboards. As they are the sole manufacturers of this equipment, this could have a major effect on the communication support for many Deaf students. Paul Simpson is to write a letter to AVSTTR in support of the keyboards being retained

It was felt that future work of BATOD should include the development of guidelines relating to number of staff required by Services. There is now much regional variation in the organisation and management of Services, along with several instances of Senior Teachers for HI being replaced by more generic roles, so it is important to point out that BATOD is available to offer advice and is continually talking with many organisations to raise the profile of the needs of children with sensory impairments. However, training issues remained the major concern and the day ended with a summary of areas where BATOD could make contributions to improving quality and sustainability - lobbying, input into Regional Partnerships, support for training of Teaching Assistants, refresher training, the possibility of website forums....

Ann Underwood announced her intention to stand down as Magazine editor from 2007. She has done this to give BATOD NEC time to address the matter of succession planning - although 2007 seems well into the future, in Magazine publication terms it represents only a few issues. The President paid tribute to the excellent work Ann has done over many years, transforming the Magazine into the much used and valued resource it is today. Ann explained that the job has recently become less onerous, thanks to the team of proofreaders and sub-editors that she has gathered together. By coincidence, Clare Gallaway also intends to stand down from Journal from 2006. Clare's contribution has likewise been greatly valued.

The training of Teachers of the Deaf remains a hot issue and much of the day was spent discussing this. Paul Simpson pointed out that, across the most of Europe, ToD training is largely non-mandatory. Although Britain is leading the way in

the quality of training available, there are still concerns about the sustainability of the present system, together with the availability of refresher training. The dialogue moved on to consider how best to make the voices of ToDs heard. Several suggestions were made, the most immediate being to raise the issue as a topic for group discussion at the forthcoming Heads of Services and Schools conference. The President is also to meet with representatives from NDCS, RNID and the Course Providers on 12 October to discuss training and subsequent representation will be made to the DfES. The issue of quality assurance, whichever training model emerges, was high on the agenda. Regional groups have been asked to consider these issues and the role which BATOD needs to establish, and to feed back at the next NEC meeting on 4 December.

A related issue is the difficulty Schools and Services experience trying to obtain suitably

qualified supply staff. Moves are in hand, by Paul Simpson, to build up a list of ToDs who are available on a supply basis - names would be gratefully received either directly to Paul Simpson or via regional representatives.

The meeting ended with a reminder to everyone that the Annual Conference, 'Reasonable Adjustments (Removing Barriers to Achievement)' will be held in the Midlands on 12 March 2005.

In addition to the general business held in plenary session, the meeting broke up twice into smaller groups - one such occasion saw individual committees meeting to discuss training and their own committee work and the other was to consider a number of aspects about the future of deaf education in which NEC members met in 'cross-committee' groups allowing stimulating discussion with colleagues from other committees.

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 as some reports have not yet been received or meetings reported on. Your representatives at the meetings listed include: David Hartley, Bev McCracken, Ted Moore, Peter Preston, Paul Simpson, Carole Torrance.

date	external participants	purpose of meeting	venue
09/09/04	DCCAP	Management meeting	Reading
14/09/04	UKCoD	Trustees' meeting	London
16/09/04	GTC	Launch new offices	London
23/09/04	Christopher Place	Launch of new wing	London
20/10/04	ERC of Deaf Organisations	Periodic meeting	RNID, London
02/11/04	UKCoD	AGM and conference	London
04/11/04	DCCAP	Management meeting	Reading
13/11/04	FEAPDA	Council meeting	Luxembourg
11/11/04	NDCS, BATOD and RNID	Termly tripartite meeting	London, NDCS
09/12/04	UKCoD	Trustees' meeting	London

Please inform the Secretary, 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.

A comprehensive list of meetings that BATOD has attended recently, is now published on the BATOD website along with the Calendar which is found at the back of the Magazine. Follow 'Calendar' and 'coming events' then 'representing you'.

Class of '84?

Did you do the Manchester, 1 year, CTD course and graduate in 1984?

Our 21st anniversary is approaching

Fancy getting together?

If so, contact Corinda on 020 86 70 84 47

or email: corinda@waitrose.com

BATOD Archives

Past documents and artefacts relating to BATOD at National and Regional level are kept for us at Birmingham University. They can be accessed by prior arrangement. If anyone has any relevant material which is over five years old and feels should be kept, please contact Fiona Mackenzie tel: 01349 861023

Dancing on the piano

Creativity in children who are deaf with complex additional needs

Peter Annear

Bobby is 15 and loves food, beautiful girls, crocodiles and is profoundly deaf (we think!). He wears high-powered digital hearing aids. He is hemiplegic, affectionate and a 'child looked after'. He can be both angelic and extremely angry and physical. He has significant learning difficulties and a charming smile. He is epileptic with suspected attachment disorder and he is teaching me to play the piano.

Bobby has invented a unique way of playing the piano. He has devised his own way of noting these musical ideas and he plays with depth, emotion and some startling moments of precision.



Bobby's own graphic scoring

He expects his creativity to trigger a creative response from me and so, in addition to learning to play the piano, I am learning to dance and signal in response to Bobby's playing and to conduct his playing too. I am to expect the rules to change (although I can change them too) and if he feels like dancing I must be ready to play the piano at a moment's notice. We do not allow each other to be passive listeners.

The starting point of all this creativity comes from Bobby's love of animals. Simple photographs, but more recently his own drawings, placed on the piano (thank heavens for velcro rolls) trigger a specific sound and, equally importantly, a specific hand or arm movement. So his 'elephant' is the sound of the sign when the arm movement representing the swaying trunk is made on the piano keys. He wanted fish too. "What noise do they make?", "I don't think they make any sound that we can hear."



When Bobby's fish appear in his graphic score he rests his fingers on the keys but does not depress them.....it's a dramatic pause, a dynamic contrast - his invention.

Recently his crocodile has become the whole score: soft swaying notes as he starts playing the tail, more urgent sounds for the scaly back and the dramatic climax of the snapping jaws. He has now decided that he wants to draw other pictures and symbols and play them too.



Bobby has been experimenting with the sound of numbers and the shapes of words even though he may not know their conventional meanings. He is exploring black and white notes, single and combined notes. He makes decisions about how to structure a whole piece of music with different elements in different orders.

He has discovered the wonderful effect of holding his hands still after the last notes to let the sound ring on.....his piece is only finished when he drops his hands into his lap and waits for the applause.

Sometimes when we have both played and danced our hearts out we look at each other and know that we have created something stunning.

Philosophy

"At the heart of creativity lies a desire to communicate. When conventional routes to communication are challenged the resulting communication in any form or at any level can be part of the creative process. Disability should not be a handicap to creativity and spontaneity.

In expressing what is essentially our personality/individuality through a creative process we are dealing with more than technique or ability. Within the creative effort lies a chance for us to recognise and explore emotion, values and spirituality both within others and ourselves.

All of us have difficulty in expressing our creativity: that is often part of the process. Nobody, whatever their condition, should be assumed to have no creativity. Given an enabling environment (physical, human and spiritual) all of us will communicate creatively."

(taken from Royal Schools for the Deaf, Manchester 'Creative and Performing Arts Workshop Artistic Strategy' 1998, prepared by Dominic Tinner and Peter Annear)

Practical points

Mrs Velinouith, my piano teacher would be impressed with Bobby's success when I so stubbornly resisted her efforts to teach me to play and read piano music when I was seven years old. I was a useless piano player before I met Bobby....believe me...ask Paul Simpson!!

How did we get to this stage?

I believe there were a number of attitudinal and logistical aspects to this.

- ① I really like Bobby despite the fact that he often loses his rag with me. I think he knows this.
- ② I really like what he is playing and often show him how excited I am...I am his best audience and I listen very intently and close my eyes in rapture! I think he plays better because I am there.
- ③ I make sure that we have quite a structured shape to the session. I start with every thing set out in the same way each time we meet. The chairs opposite each other; a photo of Bobby and me smiling at each other on the chair that he should sit in; his folder of graphic stimulators on top of the piano but ready for him to handle. The piano lid is always down; I try to be there ready to welcome him and give him immediate attention. We always start with discussing what great things we did last time and finish in the same way.
- ④ There are no wrong notes, and failures can be very funny or exciting.
- ⑤ We may not be properly trained musicians but dammit, we ARE good.

There has also been a fairly predictable pattern of interaction and behaviour expectations.

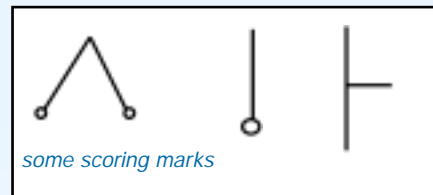


Bobby and Peter dancing on the piano

- ① We are equal partners in this session as far as creativity is concerned.
- ② I am in charge of behaviour. If he starts to move into negative behaviours I give him a time limit in which to stop. Counting down from 20/10/5 seconds works well and has an echo of

his dramatic pauses. If he persists, I stay very still focussing expectantly on the graphic score and making no connection with him at all.

- ③ I tell him what I hope we will do, we try to do it, I listen to and respond to his suggestions, I give him time checks before we finish. When we have put the piano lid down at the end of the session we swing our chairs to face each other and I summarise all the amazing things we have done. It's strange but I remember all the best and positive things. He then tells me his version.
- ④ I try to laminate any new graphics we are using as soon as possible. We show everybody who is interested and all get very excited



- ⑤ We swap roles all the time. I'm in control, he's in control. He plays, I listen, he listens, I play and so on.
- ⑥ Starting each piece is very special. We check with each other that we are ready, hands are held expectantly and then the conductor indicates to start (counting down on the hand from 4/3 or with a hand/arm signal). The end of the piece happens in the same way.
- ⑦ We respect the piano. Ultimately this boils down to him not using his fists. Almost anything else goes. Elbow playing, nose playing and, in the summer with clean feet we might even try toe playing.



Bobby's family score

*Expect the unexpected.
Be surprised by joy*

DJ boxes

Sharon Pointeer, Knightsfield School

A DJ box is a dance-music workstation which can be used as a live performance instrument or a composition tool. It requires no musical training, no understanding of how to read music and does not even really need a great deal of talent to use. It does help if the user has a reasonable sense of rhythm, but the instrument can help them to develop this, as the music it produces has a strong beat which deaf children can respond to.

The idea behind the DJ box is that it allows the mixing of a bank of pre-loaded sounds and tune snippets, as well as a number of live effects such as distortion and echo.

We have purchased Yamaha DJX-IIB boxes from Toys-R-U's for use by deaf pupils in their music lessons. These come with 700 preset patterns and variations from Techno to Disco, with Hip-hop, Jazz and Funk as well! Each pattern style has ten different variations which can be changed as the music is playing. It sounds best if the pattern is changed on a beat; our deaf pupils soon learn to do this, helped by the flashing dot on the display. Once they have mastered this they can move on to



applying real-time effects to make wild and wacky sounds, which they all love, such as distortion and swishing noises.

The box has a scratch pad to produce effects like moving a vinyl record while it is playing. The only difference here is that there are over seventy different noises which can be applied; these include arpeggios, drum loops and some very weird sound effects.

For most of our pupils this is as much as they need to know, but the box also allows fading in and out of sounds, transposition etc. It is even possible to remove the CD which is used for the scratch pad and put it into a computer in order to view the function guide and load more patterns into the box.

The box is powerful and loud; pupils seem to appreciate it most when it is turned up to a high volume!! It does have a headphone socket on the back, so the purchase of an adaptor to connect it into the radio aid or direct input to hearing aids is definitely worthwhile. This also means that it is possible to have several in use in one room without a problem.

Although bought from Toys-R-U's, this box is a serious instrument; one of our local secondary schools uses them with GCSE Music candidates for their original composition coursework. The main benefit for our deaf children is that they can produce compositions and performances which sound good, without the laborious learning that would be required to produce something of similar quality on a keyboard, clarinet, violin or other musical instrument.



The art of learning: deaf children and creativity

Jill Black, NI Arts Officer

All children should have access to a variety of arts experiences.

"Hard evidence shows that children who have the opportunity to take part in the arts are more ambitious for themselves. They also tend to do better at school. To go to the theatre or to do artistic things, which are exciting, enables you to understand things in a different way."

Tessa Jowell MP, Culture Secretary

The National Deaf Children's Society has been running an Arts Programme in Northern Ireland for over four years, and we have seen for ourselves that this statement is particularly true of deaf children having access to the arts. Taking part in creative writing, drama, dance or visual art projects opens up a whole new world to deaf children, offering them new ways of learning and interacting socially. The obvious sense of achievement felt and talked about after they have created their own painting, script or directed a drama sketch, clearly demonstrates how empowering the arts can be.

The arts can also have a positive and widespread effect on learning in school. Our evaluation results to date have indicated that both children and teachers value the creative stimulus arts activities offer, the benefits of which are translated into many other areas of the school curriculum. One teacher wrote the following comment about a creative writing workshop we organised:

"The workshops were a very positive experience for the children (even the less able). Good communication and interaction also took place, which expanded their vocabulary and triggered their imagination. They enthusiastically attempted the story writing and for some it was their best ever. I was able to use both the art and English sessions to enhance the topic work we were doing in class."

One of the most valuable features of the arts is that they take deaf children out of the 'classroom' situation and place them in a more interactive environment. The underlying principle of the arts is not to 'teach' but to facilitate the children's own creativity, which gives them a great sense of ownership and achievement. Another teacher made the following observation after a workshop: "The pupils gained confidence, stickability!!! The workshop raised self-esteem among those who thought they couldn't do it. It was non-threatening and un-school-like! They felt valued because of the title 'Workshop' put on especially for them!"

So why should there be dedicated arts activities for deaf children? Mainstream arts activities often do not cater for deaf children's communication needs and the child may feel isolated, confused and 'left out'. As with many other areas in education, deaf children gain huge benefits from specialist teaching in the arts. Once they have acquired a certain level of confidence, they will be much more likely to participate in mainstream arts activities. By taking part in the arts, deaf children can develop new skills and, very importantly, find new ways to express their full personalities. The arts give deaf children a new 'voice', and many have amazed us with the ideas they have come up with, given the right conditions and confidence. Our drama and creative writing workshops have shown us just how fruitful some deaf children's imaginations can be! One young author aged seven entertained us with this little story about her wish:

I wish I was a police woman
I'd put all the bad boys in the jail
I will put the handcuffs on bad boys
I will drive in my car
I'd say 'don't be naughty boys'
I'd wear a police jacket
I'd wear police trousers
I'd wear a police hat
I'd be happy.

In the case of the arts programme in Northern Ireland, we have received funding for the Northern Ireland Arts Council, but have also found that local companies are often willing to sponsor events. It is worth pursuing local contacts such as these if you are interested in introducing or developing the arts in your own school. Professional artists bring a level of expertise that is essential if deaf children are to experience high quality arts activities.



However, it is important that the artists develop their deaf awareness skills, and we have found that offering training events for talented artists wishing to work with deaf children is a vital part of the programme's development. During our projects, many artists have commented that they have learnt a great deal from working with Teachers of the Deaf, and teachers have gained inspiration and fresh ideas from the visiting artist.

The arts really can contribute so much to a deaf child's experience of education, and the benefits to a deaf child from participating in as broad a range of arts activities as possible are amazingly diverse. One teacher in a Hearing-Impaired Unit in Belfast commented that the arts are, in her view, "an essential part of deaf children's education." For further information on the NDCS Northern Ireland Arts Programme please contact:
 Jill Black, NI Arts Officer
 National Deaf Children's Society
 Wilton House, 5 College Square North,
 Belfast BT1 6AR
 Tel: 028 90 313170 (v) 028 90 27 8177 (t)
 Fax: 028 90 27 8205 email: jill.black@ndcs.org.uk



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Music and deaf people...

Paul Whittaker

active then there's no reason why a deaf person should not enjoy music. I would agree that your ears are useful when it comes to music, but there's something far more fundamental involved: heart and soul and emotion.

I should stress that Music and the Deaf is not a music therapy organisation. What we're interested in is giving people a creative, social, cultural and emotional skill and outlet that they can begin to explore at a young age and take right the way through life. The foundation of all our music is rhythm, and that is where I always begin when doing a workshop. Luckily, rhythm is a very physical and very visual thing, and over the years we've come up with various games and activities that develop rhythmic ability. Having said that, I also think that rhythm is the hardest thing to teach deaf people, so you need lots of patience!

When most people see the words 'music' and 'deaf' they tend to think of Beethoven, or perhaps of Evelyn Glennie. Of course there are other, less famous, deaf people involved in the music business, and countless individuals who cannot imagine a world without music.

I am profoundly deaf myself (from birth) and for the past 16 years have been running 'Music and the Deaf'; a charity that helps deaf people, and those who live and work with them, to access music and the performing arts. Music has always played a huge part in my life: I play the piano and the organ, have trained choirs (quite an interesting challenge for singers when they realise you can't actually hear them!) and also sign for major musical productions both in London and on tour.

I find that people still find the term 'deaf musician' to be something of a paradox; not because they don't understand deafness, but because they don't think about what music is. Music tends to surround us from a very early age, and we quickly become conditioned to it: "I know what I like, and I like what I know" is a common statement. But how often do we think about what music consists of; why does it move us in the way it does? Is there a difference between noise and music, and is musical ability dependent on being able to hear?

There are thousands of hearing people who profess to be totally unmusical, and, conversely, thousands of deaf people who are very musical. If we take the view that hearing is passive but listening is

Deaf people do need a lot of 'hands-on' experience of musical instruments so that they can develop both a physical and mental 'library' of sounds, pitches and timbre. Admittedly, this is something that a lot of hearing people do not have the chance to do, but it is vital for deaf people. It's also important to emphasize that music is not some abstract noise but that it can tell a story, give instructions, express emotions and so on. Exploring sound in a creative way could actually be a way of defining music, and the great thing is that there's really no right or wrong way of doing this.

Over the past two years, Music and the Deaf has been busy researching and writing a guide to delivering the music national curriculum to deaf pupils here in the UK. Entitled 'Keys to Music', this two-part guide provides schemes of work and advice from Foundation stage up to KS4. The first part, published last year, covers Primary level and has been very well received. Part two (KS3 and 4) has been harder to create due to the more prescriptive nature of the music curriculum, and to the fact that many deaf pupils do not appear to have sufficient grounding to be able to cope with music at KS3.

We have encouraged feedback from 'Keys to Music' so that suggestions and amendments can be included in future editions. Both our research and the feedback have shown up several major issues, which we now wish to address. One is the use of music technology and how this can be made

appropriate for deaf pupils; another is the need for more understanding by Examination Boards for deaf pupils at GCSE level and beyond.

This is where we need your help, please. If you have any deaf pupils who are taking, or who wish to take, GCSE music then we would love to hear from you. Similarly, if you know of any music technology resources that are appropriate for deaf people, do let us know. These findings will be collated, researched further and then published.

Music and the Deaf is keen to take music outside the classroom too, and to this end we have established After School Music clubs. At present, these take place only within West Yorkshire, but we do wish to spread them across the UK. The Clubs meet for an hour each week and include music games, activities and creating our own pieces. Many of the ideas used are being written up and published later this year so this will be another valuable resource for teachers and musicians. If you'd like to set up a Club, that would be marvellous, so do get in touch if you're interested.

I am well aware that this article does not contain lots of practical suggestions, although the pictures

may give a bit of advice! I do hope, however, that it has given you some food for thought and encouraged you to make more music in your school. One of the wonderful things about music at Primary level is that you do not need to be a music specialist, so you and the pupils can make a journey of musical discovery together. 'Keys to Music' volume one is aimed at the non-specialist, and you will find many useful ideas in it. Both volumes are available from us at £25 each. We do have other publications available too (see www.matd.co.uk for more information) and are happy to deal with any requests and queries you have on music and deafness.

I would encourage you to explore sound, pitch and rhythm with your deaf pupils, and you may be pleasantly surprised at how much your own understanding and preconceptions can be challenged. Music, above all, is fun and can be enjoyed throughout life. As with other art forms, tapping into and encouraging this creativity and self-expression at a young age is so important. Music involves imagination, discipline and teamwork, and it enriches and inspires us in so many ways. Let's make it!

Paul Whittaker, Music and the Deaf
The Media Centre, 7 Northumberland Street
Huddersfield, HD1 1RL
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It starts with 'D'? Jennie practises her spelling.

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Timbre and texture

from 'Keys to Music', Music and the Deaf

Aims and Objectives:

- ♦ to have some understanding of the sounds produced by different instruments.
- ♦ to discuss views on the sounds produced by different instruments.
- ♦ to use timbre to create texture in a piece created by the class.
- ♦ to understand the importance of texture used in other art forms, for example, painting.
- ♦ to use the internet and search engines to find specific information.
- ♦ to evaluate each other's work and improve it.
- ♦ to identify the names of different instruments.
- ♦ to compose using graphic notation.

Programs of study references: KS2: 1(b) 1(c) 2(b) 3(a) 3(c) 4(a) 4(b) 4(c) 5(a) 5(b) 5(c)

Resources: a wide range of instruments; connection to the internet.

- ♦ Select an instrument and write its name on the board.
- ♦ Play it and pass it onto another pupil to have a go.
- ♦ Ask a number of pupils to draw a graphic representation on the board to describe the sound produced by the instrument, or the vibration. Explain to them that there is no right or wrong way of describing a sound. Everyone has a right to their own opinion. Tell them that this is the instrument's TIMBRE.
- ♦ Deaf and hard of hearing pupils will benefit from finding out what hearing pupils actually hear and how they describe the sounds of different instruments. Hearing pupils will also benefit from finding out about deaf pupils' views on the sounds and vibrations of different instruments.
- ♦ Explain to pupils that we can mix the timbre of different instruments to create TEXTURE. If you need to clarify the meaning of texture ask the pupils to feel individual pieces of clothing and put them together. It feels different!
- ♦ For extra clarification, describe a sponge cake, adding chocolate, nuts and cream to create a different texture.
- ♦ In this lesson (or at another session time) ask pupils to search the internet for IMPRESSIONIST PAINTINGS - especially those of Monet, Manet, Degas and Seurat. Ask them to look for a picture of an impressionist painting. Explain that impressionist painters mixed individual colours and used various brush techniques to create texture.
- ♦ Sit the pupils in a circle on the floor. Explain that they are going to make a thunderstorm. Discuss what happens in a thunderstorm and write down the ideas on the board.
- ♦ Decide, as a class, which instruments to use and, when the pupils choose their instruments, ask them why they chose them.

NOTES:

- ♦ Divide the whiteboard into two with a margin. Ask the pupils to make a list, on one side, of the instruments they will use and to draw their representations.
- ♦ Ask pupils how they could build the texture of the thunderstorm - what physical elements exist in a storm? Perhaps 'rain' to begin, then 'wind' etc. Encourage them to create a graphic score on the other side of the margin.
- ♦ Practise the sounds and then, when the class is confident, perform the piece and evaluate it together.
- ♦ Ask about the structure - Are they satisfied with it? What about the texture? Do they want to change the order of the instruments being played? If so, why?
- ♦ Use this activity to introduce DYNAMICS.
- ♦ Ask the pupils to end the piece quietly with a different texture to represent the sun coming out, maybe by creating a slow rhythm and writing this down with notation.
- ♦ Deaf and hard of hearing pupils can enjoy this activity very much. It is interesting to see how well they cope with timbre and texture as it involves the use of listening skills and also develops their tactile skills.
- ♦ It is important to introduce instruments one by one so that pupils can build up their knowledge of sounds, vibrations and can develop their own judgments. This will help to build confidence in using instruments creatively.

Key Stage 3 introduction to vocal work

from 'Keys to Music', Music and the Deaf

Aims and Objectives:

- ♦ to produce a drone using their own voice.
- ♦ to acquire new vocal techniques.
- ♦ to visualise the sounds they have produced using their voice.
- ♦ to understand the concept that a variety of sounds can be produced using different vocal techniques.
- ♦ to learn how to read a graphic score and use appropriate vocal techniques.
- ♦ to be able to compare vocal sounds by reading a graphic score.
- ♦ to reproduce a sound in response to reading symbol/graphic notation.

Programs of study references: 1(b), 2(a), 3(c) , 5(a), 5(c)

Resources: Flip chart/board

You will find that many deaf children are nervous about vocalising in front of the class. The activity below is a good 'warm up' and will help to build their confidence.

- ♦ Make sure the class is paying attention.
- ♦ Use your voice to produce a drone. Do this for as long as you can.
- ♦ Allow pupils to feel the vibrations on your throat so that they know that you are making a long continuous sound.
- ♦ Ask the pupils what is happening and explain to them that it is called a 'drone'.
- ♦ Set them a challenge: Who can produce the longest drone? Allow each pupil to take it in turns to have a go.
- ♦ Draw a line on a flip chart or on the board. Move your finger along the line while they are making a noise and make a mark when they stop. Write their name next to the mark.
- ♦ Produce a variety of sounds using your voice and draw a graphic representation on the board at the same time.
- ♦ Draw a parallel line to show the progress of the sound. If the pitch levels change, move the line upwards (for the higher pitch levels) and downwards (for the lower pitch levels).
- ♦ Make the line thicker if the sound is getting louder and thinner if the sound becomes quieter.
- ♦ Ask the pupils what they think is happening, and explain to them what actually happened. This will enable the pupils to visualise the sounds that have been produced.
- ♦ Sing different sounds and draw their graphic representations. Explain to the pupils that many different sounds can be made using the voice.
- ♦ The pupils should take it in turn to vocalise and explore sounds. At the same time, draw a graphic representation so they can visualise the sounds they have made.

NOTES:

- ♦ When all the pupils have sung, ask them to compare and analyse each other's sounds by looking at the graphic scores.
- ♦ DO NOT expect the pupils to use specific pitches. Deaf people usually encounter difficulties understanding the concept of pitch. They may produce high and low pitches without even realising that they have done so.
- ♦ Remind them how their voice changed in pitch and see if they can repeat the exercise.
- ♦ If you are teaching Indian music - recap on this lesson to explain the concept of a drone.

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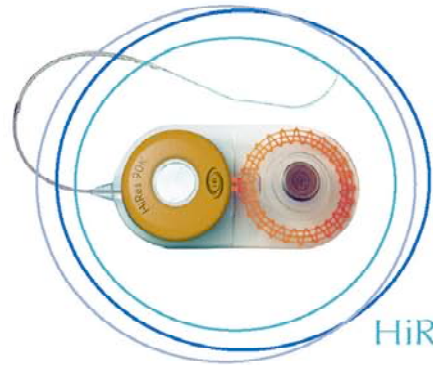
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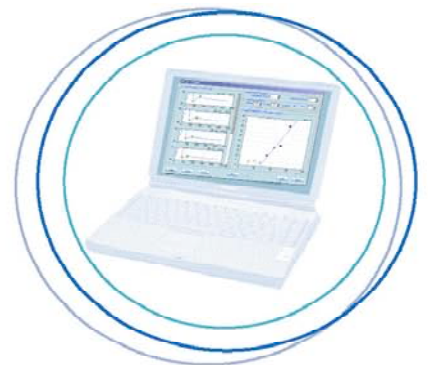


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Writing a novel

CC Chambers

Thanks to recent high-profile novels, the latest generation of students seem to have re-discovered an enthusiasm for reading and creative writing. Since my two novels were released, I have been invited to visit many schools to talk about how I approach tackling a story, and how I turn a simple idea into a whole novel. I'm pleased to provide a very condensed version here, which I use to encourage students to 'have a go' at writing themselves, usually for their own short stories.



Before I wrote 'The Guardian of Time' (the first of my novels) my previous literary effort was almost two pages long and produced in half an English lesson. So, 16 years later, the prospect of writing something that needed to be at least 200 pages long, perhaps as many as 400, was more than a little daunting.

So where to start? 150,000 words were waiting to be written and I had only the vaguest flicker of an old idea at the back of my mind... and not much of a plot... or who was in it... or how it ends... or anything else. In my view, that's the best starting point anyone could want!

I can only speak for myself, but there's an equal mixture of anticipation and trepidation to be found in facing an empty journal, biro poised in hand, only a couple of scenes in one's imagination, and absolutely no idea where they might lead. But what if there isn't always a scene ready to be written, and there aren't any characters in search of an escapade? In a nutshell, where does the idea for a novel come from, and how does that turn into a tale full of twists, characters and sub-plots?

Well, as I tell students, a story is not simply one good idea. It's a whole load of small ideas, joined together. You have to nurture them, as I'll explain.



My first novel began in the late 1980s, about twelve years before I actually started writing it. I was sitting through an awful horror film. A sinister house appeared, the dialogue became worse... the red paint started flying... and that got me thinking. What would I do with such a house? Maybe, instead of being full of bad actors, the place could be empty... and instead of leading to obvious traps,

the doors could lead to other places... maybe places in time... hmm. And that was that, a vague idea in its simplest form, plucked from nowhere.

And that's my point. Any idea can follow the 'Little Acorn Theory'; Plant them, and you might find one that grows and grows into something bigger than you'd ever thought possible. That particular small acorn of an idea stayed with me through college and the subsequent years spent climbing the career ladder, always at the back of my mind, waiting patiently until the day I might pay it some attention. But what do you do with one idea?

Questions are the key to creativity. As I tell students on my travels, an idea on its own is a start, but you need to work around it in order to build a story. In my case, the obvious questions were "Who's house is it?" followed by "Where do the rooms lead to, and why?" and also, "Who would get thrown into it?". For a month or two, I worked on countless "Who?" "How?" "Where?" and "Why?" questions, scrawling potential answers into a journal. It's essential to take the pressure off yourself so that you don't feel that the first answer has to be the right answer. Pressure can dam any creative flow, so I find the best method-of-avoidance is to write down every single idea - the good, the bad, and the downright abysmal! They all act as stepping stones to take you to the ideas which really work. Those early, simple questions soon become a little more leading, inviting wider possibilities such as "What if.." and "Maybe..", and imagination starts working overtime.

Experiences in life can play a big part in creating scenes or characters. Andie, in 'The Guardian of Time', has very limited hearing - and this was based on my own experiences as a child. My hearing recovered, but those distant memories became one of the first aspects of the book to be decided upon.

It's very important in these formative stages to go nowhere near a computer. Most students find this unthinkable, of course! However, the delete key is far too dangerous - all ideas are valid and need to be kept. They might be the kind of ideas which you feel ought to be deleted, but when you look back on them a few days or a few months later, some will have magically transformed into surprisingly good ideas, and a whole host of scenarios which you would otherwise never have thought of. Those journals are the heart of my writing. One way or another, they hold all the personalities, the quirks,

the fundamental principles, the sub-plots, much of which could have been deleted far too easily!

I only contemplate going near the keyboard when the journals are so full that I've lost track of what's in them. By that time, I have a pretty good idea of the plot, a cast, and the important anchor-points of the story

I always suggest typing out the whole story in as few pages as possible, cramming them full of 'someone says', 'something needs to happen' and so on, where necessary. Get down any important plot-points that need to happen, any small scenes you like the sound of, and the ending (no matter how vague). Entire chapters can be represented by a single sentence. Although it's very basic, you have the whole story on the screen - and there's a good reason for this - to avoid the dreaded Blank Page Syndrome! I find that writing into a blank page can be horribly intimidating. There's something quite soul-destroying when, after putting all the time and effort needed into filling up a double-page spread, I'm back at the start of a new, glaring, empty spread. That great moment of satisfaction when the screen is full of carefully phrased sentences disappears in a split second, to be replaced by a blank page staring out again. And when there are a few hundred pages to get through, those blank pages can seem very blank!

I much prefer to dip into the story, picking up any part of it and working on sections which feel right at

the time. The vague sentences become sharper ones; they trigger off new sentences which in turn become paragraphs, and can conjure up ideas for another part of the story.. and so it goes on, steadily building in length and complexity. Pushing the 'beginning' and the 'end' further apart is a far more enjoyable way of developing the novel. Instead of yet another blank appearing time after time after time, the number of pages grows secretly - and the number after a good session can put a big grin on any writer's face.

And that's how it goes, until the story is as finished as it can ever be. I doubt any author regards any story as genuinely 'finished' - there's always something to change!

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Starting a pre-school music group in Sheffield

Christine Cameron, Audiological Scientist

The situation

We started out as a task group from the CHEARS group (Audiology Working Group), charged with setting up a pre-school group for children with hearing aids and their families. The idea for the group was prompted by several factors;

- W the perceived need by professionals for a group whereby families could meet each other*
- W requests by parents for such a group*
- W Early Years Pilot Project, which was promoting innovative projects in early habilitation*
- W the early detection of deaf babies through the Newborn Hearing Screening Programme*
- W the desire to maximise the benefits of early intervention*
- W Modernising Children's Hearing Aid Services through which, with the new technology available and the increased accuracy of hearing aid fitting, came the expectations for the children to develop even better listening skills.*
- W the increased use of listening questionnaires to assess and monitor progress.*

The composition of the task group reflected the multidisciplinary teamwork in Sheffield. Members included an Audiological Scientist, a Teacher of the Deaf (ToD), a Speech and Language Therapist (SLT), a Parent and an Office Manager.

The plan

As part of the planning process we undertook some investigations. A questionnaire to parents gave us

their opinions. We talked to music groups in other regions about their experiences and looked into the reasons for the success and/or discontinuation of previous groups in Sheffield.

Tying all this together we arrived at the following plan:

- W to focus the group on music and listening activities*
- W to run the group for six weeks each term to encourage attendance*
- W to move the group to different city locations each term in order to encourage access for all families*
- W to apply for funding from the Local Network Fund, through the Sheffield Deaf Children's Society (SDCS) to cover expenses - taxis, venue etc. It was agreed that the group would be jointly run by Health and Education staff. The group was to be called Little Ears and to have a clear identity.*

The implementation

We were awarded a grant of £2,000 and SDCS gave a generous donation of £1,000.

The first six sessions were held at a Sure Start Family Centre in the north of the city. Flyers were sent inviting all pre-school children with hearing aids to attend. The response was most encouraging with eleven families attending the first group. Subsequent groups have been held in a council

Nursery (central location) and a Health Centre (in the north west). All these venues were free and we offered taxis to those families requiring transport. The sessions lasted for an hour and a half. Each session was led by either a teacher or an audiological scientist with the specialist health visitor. Other professionals have also visited the group on a less regular basis.

What do we do in these sessions?

We sing and sign, play listening games and chat. Our format is an initial singing/music time of about 25 minutes followed by a break for a drink and time to chat. The session ends with a further 25 minutes or so of singing/listening. In the break we have had activities such as making shakers and glueing and, for the parents, mini talks on relevant topics.

The benefits of using rhymes and songs with deaf children as a precursor to speech and language are well recognised. Singing is fun and expressive and when we start to sing the children will either watch, listen or join in. It has proved to be a good focus for the group and an activity that all families, regardless of their background, can join in. The activity has broken the ice when new families join.

The singing is adapted for the group to include familiar action songs such as 'Wind the Bobbin Up', 'Row your Boat', 'Head, Shoulders, Knees and Toes' and some new ones too. We have a 'Hello' song where a puppet sings hello to each of the children and a 'Goodbye' song at the end. We use props for 'Old Macdonald's Farm' and encourage children and parents to contribute to each verse in other action songs. We sing without accompaniment - tuneful or not!

For listening games there is the old favourite of musical bumps - in various forms; kicking a ball when the drum bangs; feeding a cut-out cat with fish when the cat 'meows' etc., and the children use various musical instruments.

We have acquired some useful ideas from the following; Language Through Song, a song tape from LDA; the Ear Foundation Song book; MED-EL's newsletter Listen, Hear! and 'Otto's World of Sounds' from Oticon. Two of the task group are attending the course run by the Ear Foundation in Nottingham on 'Music and the Under 5s'.

For the current group of sessions we have employed a Music Therapist which is proving most successful.

The evaluation

Little Ears has now been running for four terms. Nineteen families in total have attended, with an average of six or seven children at each session. One week eleven families came! The feedback has been very encouraging with comments such as;

'I can actually relax at the group - I don't have to keep explaining about the hearing aids;'

'Can't we have the group for longer than 6 weeks?';

'My child has really enjoyed it and so have I!';

'My child sings this song all the time now';

'My child insisted the local nursery sang the Hello song';

'It's good to see other children wearing hearing aids'.

The children have enjoyed it and of course the benefits of parent meeting parent can hardly be measured. A group of Asian women swapping experiences in Urdu reverted back to English to apologise for speaking in Urdu, but they said it was so good to talk to other mothers.

We are an unusual combination of professionals to be running such a group. But, just as it is beneficial for teachers to attend clinic sessions, so it is valuable for audiologists to see the children using their aids in a different environment and they can offer an outreach service for impressions and moulds. A major benefit is for the families to see us working together, solving problems and developing ideas.

The future

Little Ears has been an extra time commitment for us all. Our future plan is for the administration to be undertaken by a nominated person in the office at the hospital, to employ a play specialist to help in the sessions and for the specialist health visitor to be the coordinator. The group will continue to be a joint venture, led by Health and Education with a major input from parents. In the summer there are plans for the SLT to run an intensive course for a small group of children over three mornings.

We plan to continue until the money runs out and then apply for another grant. The project has been fun, has cemented our multidisciplinary outlook and been very worthwhile.

Self portrait

Phoebe Salter, Donaldson's College

As a teacher at Donaldson's College who has recently gone back to university to study photography, I was keen to see how the children I worked with responded to the challenge of photography and, in particular, self-representation. The children I worked with were all Autistic whilst one also had a hearing impairment; the photographs of this particular child are highlighted in this article.

The project aimed to establish how Autistic children would react to the camera and how they would approach a representation of themselves. I was interested in whether they would focus on their faces only (as we might tend to), whether they would also photograph other parts of their bodies, or whether they would even be able to distinguish their bodies from other environmental objects.

The children I worked with, whilst being at different points on the spectrum, are all in the range of moderate to severe Autism and are in a special school setting. It would, therefore, be interesting to see if this would affect their picture making.

The children's language, attention, and motivation levels meant that it was difficult to discuss the images with them. However, I saw a marked change in their behaviour when they were handed the camera for the first time. With only a little guidance, they all relaxed into using the camera and produced some quite remarkable images. I will not place any meaning onto the images other than that they are about these individual children and their unique personalities.

Ciara is aged seven and has a hearing impairment and Autism. She communicates through British Sign Language (BSL) and some speech, although both are limited. She responds well to routine and is very visually aware, enjoying colouring and drawing.



Ciara quickly understood what I was asking her to do and delighted in taking many pictures of herself. She quickly understood that, in order to take a picture of herself, she had to turn the lens around. She took many pictures, not just of her face but of her hands, feet and the sticker on her school jumper. She then went into the sensory room (a room full of toys, lights etc especially for the use of Autistic children) and



set up various teddies to have their photos taken, which she then proceeded to do. She also loved working with the mirror and quickly worked out that she would have to hold the camera away from her face in order to photograph it. I was very surprised at how quickly and easily she mastered the camera. She also seemed to be aware that she must keep it still, as her pictures are generally sharp and, remarkably, she changes between portrait and landscape shots.



I found the project to be immensely rewarding. Due to the nature of digital photography, the children were able to view, and to respond to, their pictures immediately, and so were instantly rewarded and motivated to continue to produce and modify their images. It was also remarkable to see not only how quickly they were able to master the use of the camera, but also the amount of satisfaction they got from the whole exercise. It is a project I hope to take further; not only as a teaching tool but also as a means by which all children can create beautiful and artistic images.



First night of the proms

In early June, Ovingdean Hall School hosted a sparkling new music event. The 'Special Music Proms' brought together children from both special and mainstream schools for a day of music workshops and an open air evening concert before 300 guests. The organiser and Head of Music, Chris Jones, believes that this was the first event of its kind anywhere in the country. It really was a very special occasion.

The eleven participating schools came from near and far, including St Rose's, a special school from Gloucestershire. The children spent the day practising and composing music together. It was an opportunity for children to demonstrate musical ability and have a lot of fun at the same time. The event also gave students from mainstream schools and from special schools the chance to work together.

Thankfully, by the evening, the rain had cleared and guests from all over the country had gathered for the outdoor performance. Southern Counties Radio DJ John Radford introduced a varied programme of choir and solo performances, orchestral items, steel drums and percussion pieces. Numbers ranged from traditional and gospel, to songs from the shows, Sixties and pop. One of the most memorable pieces was an Aboriginal-inspired number performed by St Rose's. The combination of the call of the didgeridoo with the sun setting over the hills and fields of Ovingdean created a truly magical atmosphere, and for Chris it was the fulfilment of a long held dream. 'I wanted to create a Festival,' she enthused, 'where the musical talents of children with special needs were celebrated.'

Chris would like to thank all those staff and students who helped make the day such a tremendous success. Special thanks also to John Radford, Prima Awnings for providing the marquee and Bonners music shop for providing the PA system. Thanks too to the villagers of Ovingdean for their co-operation.

Next year the event will be hosted at Ovingdean Hall School but run independently by Chris and her team. Chris, who is leaving Ovingdean after 18 year's service, is trying to contact deaf musicians (aged 20 years and under) from all over the country who would be interested in coming together to form a National Deaf Youth Orchestra.

Chris Jones, Ovingdean School



Anyone who is interested can get information from either
Carolyn Maguire (event secretary) on 01273 301929
or Chris Jones (event organiser) on 01323 730302.

Sound interventions

Ros Hawley, Musician in Residence, RSDCD Manchester

The Sound Interventions Conference early in this academic year was a direct result of work that has taken place both in school (RSDCD) and residence. Leading up to the conference, a number of projects had taken place in the school's Multi-Sensory Support Unit (MSSU), with the guidance and support of Teacher in Charge, Anne Gough.

Anne's enthusiasm and flexibility to welcome musicians, artists, theatre companies and music students into the unit has meant that the students have benefited from a number of sessions that highly stimulate the pupils' senses. The main focus of this has been music, and the opportunity to experience, close-up the 'feel', touch, smell and acoustics of live music - the sense of sound.

Often these sessions have contained a group of musicians, a small ensemble if you like, who are brought together for a project to work on a given theme or topic, or they may come into the unit for a 'one-off' session to play live music as a group for the pupils. The unit has also benefited from the opportunity of having the services of regular visits from a young musician as part of a recent Graduate Placement Scheme, an opportunity that would not have been possible without the support of the School's Head teacher, Hilary Ward and the Chief Executive of the Seashell Charity, Karen Wright.

The beauty of working within the unit is that the space is a familiar place to the pupils - we are their guests as opposed to the other way round. We as musicians are learning just as much, if not a whole lot more than the pupils, participating in sessions that invite close musical interaction and require musicians to be observant, spontaneous and sensitive to the responses of the pupils. The musicians learn to respond at the pace of the child.

We have also looked at ways to use the project work to enhance ongoing areas of the curriculum. Often due to funding, or the particular set-up of a particular organisation, projects may be made up of five or six workshop sessions - it would be easy to work with our MSSU students regularly for a whole term! Sometimes, sponsors or organisations request a performance or finale of some sort in order to celebrate the work that has taken place and raise awareness in the wider community of its value.

When working with the Halle on a project like this, we have tried to link in with ongoing sessions, for

example, Literacy Hour. Our aim has been to enhance the existing work in the unit for the period of the project and as a result enable the pupils to gain the maximum benefit from both the music project work and literacy hour. This meant that the musicians' role in this particular project, 'The Weatherworld' was to provide live music for snow, rain, wind and sun. The pupils were able to participate alongside the players, either playing instruments, making sounds or feeling the wind and rain as the story was told and the music played.

I think we all have learnt from our experiences of collaboration over the years and will continue to learn each time we come together. Part of this process is also to identify those things that didn't work so well and how we can all try to improve on these experiences, so they can be the best they can possibly be for our children and young people at RSDCD.

Sound Interventions recently celebrated the culmination of four years of music project work for and with deaf and deafblind children and young people with complex needs held both in school and residence at Royal Schools for the Deaf Manchester. Over this time the school has developed partnerships with a number of arts organisations who have a special interest in this field, and built relationships with these organisations that I hope have enabled a two-way process of learning to take place. None of this could have taken place without the support and commitment of a highly dedicated and skilled team of staff at the school - teachers, support assistants, therapy staff and care staff and, most importantly, the responsiveness, openness and spontaneity of our population of children and young people.

The conference day itself provided delegates with a taster of ideas we have looked at in the project work that has taken place at the school. The emphasis was very much on a sensory approach to discovering sound and, in some instances, related smells, visual and tactile objects, stories and themes. Four workshops took place:

- W Theatre of the Five Senses - Leeds-based Interplay Theatre Company led by Director Steve Byrne
- W Sound and Movement - a workshop in a swimming pool led by Isabel Jones, Director of Salamander Tandem, and electro-acoustic composer and musician Duncan Chapman

- W *Gamelan, an introduction led by Simon Steptoe of Halle education and myself*
- W *Feeling Music - led by Russ Palmer, international music therapist, who has Usher Syndrome*

The workshops provided delegates - teachers, musicians, music therapists, speech and language therapists and music students - with a practical opportunity to explore for themselves ways of interpreting music and sound that may be relevant to the children and young people in their care. Hopefully, it enabled people to 'tune in' and experience new or different ways of participating in music related activities and also reminded us of the essence of what we hope to communicate when working with groups of children and young people with sensory impairment and/or complex communication needs. Also, as part of the day, there was a little time to discuss and share thoughts and ideas. In addition there was a presentation by Susan Daniels, Chief Executive of the National Deaf Children's Society. Isabel Jones also spoke about Salamander Tandem's arts work with autistic children - again using a sensory approach to creating child-led music/visual improvisation pieces.

Sound Interventions gave us the opportunity to look at what we have achieved - now it's time to see what can be achieved in the future!



Drug education for young deaf people

A briefing paper to support practitioners working with young deaf people on delivering drug education is now available. It is produced by the Drug and Alcohol Education and Prevention Team, a joint project of Alcohol Concern and DrugScope. The project is funded by the Department for Education and Skills and the Department of Health. It aims to promote and support the implementation of good practice in drug and alcohol education.

Some might imagine that young deaf people are not likely to get involved with drugs. However this briefing paper recognises young deaf people's vulnerability to developing drug problems, due to risk factors, isolation, denial and limited access to drug information.

Although all young people are likely to have some knowledge and understanding about drugs, this knowledge may be limited, inaccurate and based on myth. For young deaf people, their understanding of health and non-health risks associated with drug use tends to be very general. This briefing paper therefore stresses the need for young deaf people to have access to good quality drug education that is based on their needs, experiences and understanding.

*The paper highlights the role of practitioners in delivering drug education and builds on good practice principles as outlined in *Drugs: Guidance for Schools* (DfES 2004). The paper does recognise the challenges for practitioners to deliver drug education as the majority of drug education resources are aimed at young people in mainstream education and delivering drug education in sign language can be difficult. However it goes on to identify opportunities and strategies for practitioners. There are also signposts to other relevant resources and useful organisations and websites.*

The briefing paper can be downloaded from Alcohol Concern website www.alcoholconcern.org.uk and DrugScope website www.drugscope.org.uk

For more information on this briefing paper, please contact Hajra Mir on hajram@drugscope.org.uk

Language of Examinations 2nd edition

A new edition taking into account the various changes in style and question type in examination papers. The text is based on materials from courses that have been organised to train those who wish to become examination language modifiers and expand their personal skills.

£15.00

*cheques payable to BATOD, invoicing available
BATOD Magazine, Publishing and Advertising
41 The Orchard, Leven, Beverley
East Yorkshire HU17 5QA*

Summer school

Based in Wimbledon, Polka Theatre is one of the UK's few theatre venues purpose-designed and dedicated solely to children and young people aged 0 - 16. For 25 years it has been producing and presenting award-winning drama for young people, their families and schools. As well as commissioning and producing its own plays, Polka tours to other venues and invites visiting companies to its home base. Polka Theatre is led by Artistic Director, Annie Wood. For more information, visit www.polkatheatre.com

Polka Theatre's Integrated Summer School is for both deaf and hearing children. It is one of only two Summer Schools in the country which offers both deaf and hearing young people the chance to perform and work together to create theatre. The other is the well-established course run by Cambridge Arts Theatre.

Polka Theatre was excited to be working once again with Lisa Mills, international deaf director and founder of Honeybee Theatre. This year, she was joined by Ahmed Mudawi, comedian and presenter on VEE TV, Channel 4's young deaf people's magazine programme.

The Summer School lasted for one week, during which time students worked with the two directors and a choreographer to create their own piece of theatre, supported by BSL communicators, a hearing facilitator and support assistants. The participants worked together to devise an interactive piece entitled 'Live TV Game Show'. The performance took place at the end of the week, on the Main Stage at Polka Theatre.

Polka strives to make the experiences for young people with special needs as full and as stimulating as possible and is constantly looking for ways to improve access to its work. Honeybee and Polka Theatre aim to narrow the divide between Deaf Arts and mainstream Arts by using drama to break down existing social barriers.

Polka has created Arts Access - currently the only scheme of its kind - that aims to encourage special schools to visit the theatre and to give students the richest experience possible. For the price of their theatre tickets, groups will receive a pre-show visit accompanied by one of our experienced workshop

leaders, a designated member of staff during their theatre trip, and a tailor-made multi-sensory workshop following the performance.

Polka Theatre is offering subsidised prices for deaf students and a (deaf or hearing) friend, as well as for those receiving benefits. Contact Polka Theatre on 020 8543 4888. The Theatre also offers: two wheelchair accessible auditoriums, an induction loop system in the Main Auditorium for hearing-aid users; touch tours of the stage, props and actors for visually-impaired groups, BSL interpreted performances and tailor-made workshops for special needs schools.

Arts Access is generously supported by Bridge House Trust.

For further information, please contact Beth Edwards, Education Manager

Telephone: 020 8545 8329

Text phone: 07762 800 821

Fax: 020 8545 8365

Email: beth@polkatheatre.com

Forthcoming performances

JAMES AND THE GIANT PEACH

by Roald Dahl adapted by David Wood

11 Nov - 22 Jan for ages 5+

THE SNOW BABY

based on the short story by Terry Jones

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BOX OFFICE: 020 8543 4888

BOOK ONLINE: www.polkatheatre.com



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ICT for teachers

Sharon Pointeer



Welcome to this edition of the ICT Newspaper. If you would like to contribute anything to this page, please contact Sharon Pointeer, the ICT Newspaper Editor ICTNewspage@BATOD.org.uk

Christmas is coming and with it the opportunity to use ICT to make our own cards, presents and decorations. Readers of this page are familiar with the way ICT can be used to create personalised books for pupils, with pictures of family, pets etc as a language development tool. Personalised Christmas cards using the same photographs are bound to be a hit with parents and grandparents. There are a number of card designer programs around, or a template can easily be created using your favourite wordprocessor or desktop publishing software. Print out the greetings card on one of the pre-creased cards which are readily available from stationers or computer shops and you have a quality product.

For the more adventurous there is an ever-increasing range of specialist inkjet papers coming on to the market. My pupils enjoy using the many graphics packages we have for producing art work and interesting effects with text. It is sometimes difficult to justify their spending a lot of time using this software when we feel we should be working on other things. However, if there is to be an end product which can be discussed, designed, produced and evaluated and then given as a present, especially if we can also match National Curriculum objectives, then the activity becomes more focused and easily justified.

Special papers that are available include iron-on material which can be used to decorate T-shirts, baseball caps etc or, if ironed on to a special backing, can be used to make a mouse mat. There is 'fantastic plastic' which, once printed, is cut out to the desired shape and then 'cooked' in the oven where it shrinks and goes hard. The hardened shape can then be made into a badge or a fridge magnet by the addition of a pin or small magnet on the back.

There is also water-slip material that needs varnishing before use, but once this has been done it can be soaked in water, the backing slid off and the design applied to ceramics, wood or even candles to make personalised presents. A similar rub-off paper could be used to decorate traditional wooden Christmas tree decorations. There is also a

range of printable fabrics such as silk and felt which, once printed, can be cut and sewn to make small gifts. Older pupils might enjoy making temporary tattoos using ink-jet tattoo material or peel off stickers to decorate books, bags etc.

If you are unable to find these materials in your local craft or computer shop, the Crafty Computer Paper Company is a good source for many of the materials described above and also for a range of project ideas. The company even offers accessories such as wooden shapes, tea towels, badges etc which can be decorated using the materials. You can find them at www.craftycomputerpaper.co.uk

Resources

Schools are being offered the chance to win their very own £25,000 LDV minibus thanks to Bullet Point. Working in partnership with Epson and SMART, Bullet Point's Partnership Project runs through the remainder of 2004 with all UK schools eligible to enter by purchasing products from Bullet Point or simply sending their name and address to the company. The minibus winner will be announced at BETT 2005 (January 12-15). As this is a 'no purchase necessary' offer it must be worth looking at, at www.partnershipproject.co.uk

Learning and Teaching Scotland has commissioned a range of royalty-free educational images which can be downloaded and used to support teaching and learning. The images include drawings of individual children, children co-operating and playing together, signs for the classroom, and mini-beasts. The full range of illustrations and the terms of usage, which make it clear that you should only use these if you work in Scotland, are available by following the link to Royalty-Free Illustrations on www.ltscotland.org.uk/earlyyears.

Web Sites worth a visit

Access Art - www.accessart.org.uk
AccessArt, the website of The Arts Education Exchange, a non-profit making organisation, is aiming to be a valuable meeting place for teachers, gallery educators and artists to exchange ideas, as well as a fun, creative and dynamic learning tool for

pupils across all the key stages, and for home-users. There are online workshops, teachers' notes and printable resource materials.

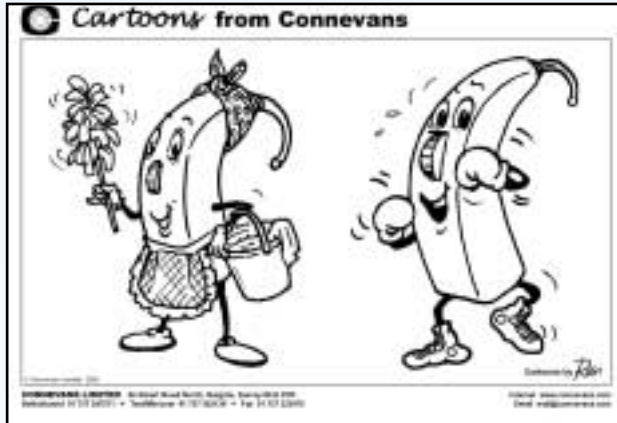
Bizzikid: Sid's Online Safety Guide - www.bizzikid.co.uk/internetsafety.html

Part of the Bizzikid site, Sid's Online Safety Guide is an interactive resource to help children learn about internet safety. The site also provides information for teachers and includes a classroom activity pack linking the activities with the curriculum.

Learn With Dogs - www.learnwithdogs.co.uk

This website, developed by the dog welfare charity Dogs Trust, offers online games and activities covering a range of curriculum subjects, including numeracy, literacy, citizenship, music and art. The site also includes downloadable teachers' notes and resource packs.

Connevens is well known for the fun cartoons that illustrate the pages of their catalogue. Now you can download and print out some of the cartoons for children to colour in. Visit their website at www.connevens.com - click on 'Fun Stuff', select your cartoon and print as many copies as you like! Ideal both for the classroom and to keep children busy in waiting rooms.



Computers in Classrooms -

www.terry-freedman.org.uk

The newsletter 'Computers in Classrooms' has lots of articles about e-learning and related matters, but it is only one of the things to be found on Terry Freedman's site. The site is very informative and various competitions and prize draws are also planned, with prizes including books, software and a computer system.

'Connected' magazine -

www.ltscotland.org.uk/connected

Articles include features on ICT and inclusive education, a 'Week in the Life of an ICT Coordinator' and ICT and science education, plus more articles on using ICT effectively in art and

design, modern languages, and creative writing, using a whiteboard and creating accessible websites. Certainly worth a look.

Wales on the Web: Curriculum Cymreig - www.walesontheweb.org/cayw/guides

The Curriculum Cymreig section of the Wales on the Web portal provides links to internet resources of interest to primary and secondary school teachers in Wales. Subjects covered include English and Welsh literature, history, geography, science and music.

Many suppliers' websites now offer free downloads or the facility to share materials that teachers have made. Don't pass by the opportunity to obtain potentially good resources - go and visit websites and see what is available.

Date for your diary BETT 2005 exhibition at Olympia, London from 12-15 January 2005.

Billed as Europe's largest and most prestigious showcase for the latest developments in ICT for education, this year's theme is 'Take hold of the future'. There will be over 550 exhibitors and a full seminar programme with world-class speakers. Even if you do not consider yourself to be an ICT expert, there is bound to be something to catch your eye. Find out more at www.bettshow.com where you can register for your ticket online.



www.BATOD.org

Sharing information...

Have you challenges in supporting newly identified NHSP infants? Can you supply case studies (these could be written up anonymously) which may help to inform the argument for a more coherent national strategy for supporting deaf infants 0-2 years?

contact secretary@BATOD.org.uk

NOW

'Communication shouldn't be hard work!' (parent) *Why not create a 'communication book'?*

Marian Nash

Communication is understanding and being understood in every situation. As Teachers of the Deaf do we always appreciate the difference between that and education? I was puzzled by a TV advert. A young man was using his mobile phone to take pictures of a toilet; a burger and a pint of beer. It all became clear when he went on holiday abroad and used the photos to communicate his basic needs to the locals!

A communication book is generally a paper personalised communication aid used in Augmentative and Alternative Communication (AAC) with pupils who cannot talk for one reason or another. It can be a single page with pictures, symbols and words; a simple booklet or a thick book of up to 100 pages. It needs to be age appropriate.

There are three client groups that may benefit from using a communication book.

- Very young deaf children of all abilities
- Deaf children with additional SEN
- BSL users in a hearing world

Young children

Food is usually important to children. Choice is important too. A Communication Board in the kitchen could have a selection of favourite foods and drinks on it. Verbal/sign questioning of the child can be augmented by indicating the picture on the board and the child can respond accordingly and hopefully tantrums will be reduced.

Communication placemats can be designed, so that the child can easily ask for more food or a drink.



Deaf children with additional SEN

Children with cerebral palsy, dyspraxia and other physical difficulties may not be able to speak or sign accurately. Many deaf children have language acquisition problems. Autism also provides a barrier to communication. A voice output device may provide a high-tech solution for these kinds of pupils, but what if the equipment breaks down and is sent away for repair? It is important to have the low-tech book on hand. A core vocabulary will need to be determined. The basis for this must be interaction.

BSL users in a hearing world

The percentage of people who are fluent in British Sign Language (BSL) is very small. A young deaf person may rely on family and friends. However, there may be some who want to become independent and in certain circumstances may want to go out on their own. They may want to have a Communication Book the size of a Filofax with important information in it for example, that they are deaf and need a BSL interpreter; their favourite beer or asking for a phone number.

Using the books

Pupils will need to be encouraged to use these books. It would help if they could see other people picking them up and using them as well. The pictures/symbols are an additional visual clue to enable direct communication, but don't forget to speak and/or sign at the same time rather than just point; eg 'Oh, so you want some orange juice, do you?' Peer to peer 'conversation' will be different and should be accepted as such.

Making the books

The pages may need to be put in plastic pockets or laminated so that pages remain firm and are easily turned. The manual dexterity of the client will need to be considered. Pictures can be drawn or photos stuck in. Packaging can be cut up if real things mean more. Printed pages make for smaller, neater pages. More information can be found at www.ace-centre.org.uk

Software that can help

Clicker 4 with Quickfire and PCS symbols
Cricksoft Grids can be customised to meet an individual pupil's needs. The graphics have good, clear outlines which are suitable for pupils with visual impairments.

Boardmaker - Mayer-Johnson, Inc

This programme is another tool which can be used to make pages to design and order. It has over 3,000 PCS symbols in black and white as well as colour. More symbols can be imported into the programme to use.



Writing with Symbols - Widgit

This word processor has Rebus Symbols; PCS symbols and, at an additional cost, BSL graphics. There are grids which can be set up and printed out to meet individual needs.



Contact DCCAP staff

Marian Nash
Tel/fax/text 0870 770 6161
Marian-Nash@DCCAP.org.uk

Paul Bonsor
Tel/fax 01295 701240
Paul-Bonsor@DCCAP.org.uk

www.dccap.org.uk

Communicate in print

This is a new vehicle from Widgit to help staff and pupils create attractive work using Rebus symbols. The BSL graphics from the Sign and Write series can be purchased as an additional wordlist resource.



Training Day Communication books and how to make them

Bristol
Wednesday 8 March
2005

£45.00

Please email Marian Nash, Operations Manager, on Marian-Nash@DCCAP.org.uk for a booking form or to express your interest in the course should it be held in another area.

- Trying to explain about Learning Support Assistants? How to use train and make good use of them? Make things clearer for a headteacher or newly appointed staff who encounters a deaf pupil for the first time?
- Direct your colleagues to

www.classroomsaints.com

- read about Kim and the other support workers and follow the expanding resource base for LSAs.



Title Inclusion Strategies - Supporting effective inclusion and attainment
Editors RNID
Publisher ISBN: 1-904296-11-4
Pages 104
Price £17.50
Reviewer Corinda M Carnelley
 Peripatetic Teacher of the Deaf; London Borough of Croydon

This is a weighty tome, an A4 clip folder sub-divided into twelve parts, and looks serious enough to deter the most avid reader - but be brave and delve into the pale blue depths and you will find everything you ever needed to know about inclusion and more. It is immensely readable and in a clear, accessible format. Developed by the RNID in partnership with BATOD, SERSEN, The Ewing Foundation, the Open University, and the University of Hertfordshire here you will find loads of handy resources and definitions. Whilst the information is not aimed specifically at Teachers of the Deaf, it is more than relevant to all of us, and an invaluable staffroom resource. This publication is one to be dipped in and out of rather than left to collect dust on the shelf. The pre-publication information refers to it as a 'one-stop resource for the inclusive classroom' which is exactly what it is. The information is available both in the file, and on a CD Rom which is attached to the inside of the front cover.

The introduction states that the 'resource has been produced primarily for student teachers (and) newly qualified teachers' but there is much here which is also of use to teachers for whom the educational landscape has changed since qualification.

The file doesn't focus on specific disabilities or special needs, but prompts one to consider different situations and needs presented in a truly inclusive setting.

The file begins with some thought-provoking exemplars, and clear strategies for consideration, based on a spidergram model. The following section covers education legislation - which is a very clear account and very informative without being too detailed. Absolutely ideal if you want a brief account of an education act or law and, if you

need to know more, there are clear suggestions for further investigation both on the internet and in the addresses section at the back. Sections on family and outside agencies are extremely accessible and liberally sprinkled with useful website addresses. These are followed by information on teaching modification; physical adjustments; support staff; social inclusion; and (re) integration. Every section of the folder, whilst being quite short, has the relevant information, clearly presented, and it is easy to find what you are looking for.

This resource will not revolutionise your teaching nor will it make life simple for you. However, it will make you think about how to make your classroom truly inclusive, and provides clear advice in an accessible format. It is a more than useful staffroom reference tool, and highly recommended.

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|-------|------------------------|
| ☺☺☺☺☺ | Quality |
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Title ColorCards: Basic Verbs
 ColorCards: Familiar Verbs
Publisher Speechmark Publishing Limited 2004
Price £29.95 + VAT
Reviewer Corinda M Carnelley
 Peripatetic Teacher of the Deaf; London Borough of Croydon

These new sets of cards have recently been updated and are published by Speechmark. Each pack consists of 48 photocards which illustrate frequently used verbs that are easy to understand. All the activities are in familiar settings.

Most Teachers of the Deaf working at pre-school or primary age ranges will have used either these or something similar; A5 size colour photographs of people running, dropping things, drinking, eating etc. We use them for developing verbal comprehension, encouraging expressive language, teaching grammatical structures, and improving communication skills.

However, when central resources are constantly being squeezed, one tends not to replace basic items, but soldier on with the old. My current set of verb cards is black and white and from time to time I weed out the more archaic pictures. The illustrations tend to be of men (unless, of course,

the verb is 'cooking' or 'dusting') and all of the people illustrated are white which is neither relevant nor acceptable. Therefore, I found these new cards extremely tempting. The 'basic verbs' set shows people of all races, ages, shapes and sizes reading, riding, running, washing, walking etc and it made me realise just how very out of date my current set is. The 'familiar verbs' set is equally valuable and includes people with disabilities - hearing aid wearers, people with syndromes etc.

The accompanying booklet also has further suggestions for use of the cards - if you're having a really bad day!

This is not really a new resource, but it is a very worthwhile updating of a well used classroom staple. The cards are well produced and would withstand a certain amount of rough handling from small fingers. They are also wipe-clean for the stickier of our pupils. I would certainly recommend their inclusion in the wish list for spending this year's budget.

☺☺☺☺☺	Quality
☺☺☺☺☺	Value for money
☺☺☺☺☺	Educational usefulness
☺☺☺☺☺	Overall



Mary Grace Wilkins Travelling Scholarship

**WANTED
BATOD member**

with ideas for small scale research or study which has direct relevance to deaf pupils/students in the British Isles. ICT topic would be considered favourably! Visit the BATOD website for more information www.BATOD.org.uk

**up to £ 1,000
REWARD OFFERED**

Mary Grace Wilkins Travelling Scholarship

*further details from:
BATOD Secretary
Mr Paul A Simpson
175 Dashwood Avenue
High Wycombe
HP12 3DB*

email secretary@BATOD.org.uk

tel: 01494 464190

Mary Grace Wilkins Travelling Scholarship

The deafblind experience

Deafblind UK

Many National Curriculum Teachers throughout the UK have already visited Deafblind UK's National Centre for Deafblindness and experienced first hand the excellent 'Deafblind Experience'. The programmes offer a great opportunity for students to find out more about the disability of deafblindness and suit individuals of all ages and abilities who are studying PSHE and Citizenship.

Teachers who have not heard about the programmes will benefit from the latest brochure which outlines all the programmes that are on offer and how they can be worked into a wider range of subjects, from Design and Technology to Biology or even Art.

The brochure also contains a preview of the new Heritage Exhibition, due to open in September 2004, where students can learn about the history of deafblindness in more depth. This is a fantastic and really 'hands-on' exhibition that exists nowhere else

in the world! Visitors felt that the whole visit was valuable as a 'whole child learning' experience.

For a copy of the brochure please contact Deafblind UK's Education Team on 01733 358 100 or education@deafblind.org.uk and for further information look on Deafblind UK's website at www.deafblind.org.uk

Deafblind UK offers comprehensive services to deafblind people, their support assistants and other professionals. These include training in communication and rehabilitation skills, a free 24-hour helpline, a regional network of staff and volunteers and a range of publications in different reading formats. Deafblind UK's Headquarters is The National Centre for Deafblindness which officially opened in Peterborough on 12 June 2003 and is fully accessible for deafblind people.

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Speech acoustics made easy?

The Ear Foundation, Nottingham

The Ear Foundation's one day conference has probed the mysteries of speech acoustics. Held at Queen's Medical Centre, Nottingham University Medical School, it was attended by nearly 200 delegates from a wide range of professional backgrounds and raised the question: What does the deaf child really hear, whether through hearing aid or cochlear implant?

With the advent of earlier diagnosis, the possibility of earlier intervention and implantation makes assessment of the very young deaf infant even more crucial. Informed choices can now be made. However, despite all the technology available, do we really know what the child is hearing with or without hearing aid or implant? Do we know if the right decisions are being made on their behalf? The range of international speakers was described by delegates as 'excellent'. Those attending were first of all taken from a very clear exposition of the critical components underlying the acoustics of speech perception and production by Professor Emily Tobey of the University of Dallas, through Kevin Munro describing the audibility of speech in deaf listeners. Paul Checkley talked about fitting hearing aids to young children and Andrew Faulkner described how cochlear implants encode speech.

As lunch approached, Stevie Mayhook, of RNID, launched their Information Communication Technology Guidelines for teachers working with deaf children to support the use of modern technology in the classroom.

Stuart Gatehouse presented new ways of thinking about the importance of the listening environment for deaf people, and argued for an holistic approach to hearing aid fitting and selection, whether for adults or children. Jon Shallop, of the Mayo Clinic, discussed the issues surrounding children with auditory neuropathy who present for implantation, and demonstrated the range of encouraging outcomes seen from the intervention. Finally, Karen Iler Kirk and Geoff Plant presented work on using knowledge of speech acoustics in training speech perception and production and in assessing spoken language recognition.

The audience was warm in its feedback, finding it a stimulating meeting. However, there remains the question - can we make speech acoustics easily understood by such a diverse audience? Small groups have been exploring the issues with a range of software at courses at The Ear Foundation and

finding ways of understanding what children are really hearing in their everyday environments.

The meeting emphasised the need for full assessment of deaf children, however young they are, and delegates were offered the opportunity to win a CD-ROM of the Nottingham Early Assessment Package (NEAP), developed by Nottingham Cochlear Implant Programme and The Ear Foundation, the production of which was sponsored by Cochlear Europe Ltd. The package provides interactive training and video samples of a number of early assessments, looking at communication and language, speech production and perception. The criteria, guidelines and score sheets are offered in printable form, and the CD is easy to use and offers useful assessments of deaf infants from the first year of life.

Use The Ear Foundation's website for details of how to obtain your copy! www.earfoundation.org.uk

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FM Advantage in the Real Classroom

A recent study conducted in the UK by Mark Flynn, Traci Schmidtke and Melanie Harvey(2004)

Hearing impairment, not to mention difficult listening environments, of any type and degree can sabotage a child's learning of language and their ability to acquire knowledge. In a classroom, there is typically a poor signal noise ratio as a result of noise (up to 70 dBA), distance from the speaker, and poor acoustics leading to reverberation. An FM system coupled with adequate amplification is the only means to overcome these problems for hearing impaired children thus allowing them full access to language.

Oticon has recently conducted a study evaluating FM advantage in the real classroom environment, using the new Lexis digital FM system coupled with different hearing aids fitted to children with a variety of hearing losses. The goal was to establish whether the use

of a personal FM system provided improved speech perception in the classroom compared to using a hearing aid only.

The Neale Analysis of Reading Comprehension was administered using live voice in the pupil's classroom, with and without the FM system. Three questionnaires for teachers, pupils, and parents were also administered in order to gain their input.

The results of this FM study showed a significant improvement in the student's speech perception when fitted with the FM system in the "Real" classroom. A perceived improvement in various listening environments both at home and at school was also demonstrated. Most importantly, the FM system also had a positive influence on behaviour and confidence.



For a copy of the full Oticon FM Study please contact Oticon UK on 01883 331720



BSA Auditory Processing Disorder (APD) SIG

Sally Hind, MRC Institute of Hearing Research, Nottingham

A report on the British Society of Audiology Auditory Processing Disorder (APD) Special Interest Group Open Progress Meeting.

The British Audiological Society's APD Steering Group, established in October 2003 and consisting of representatives from education, clinical and research backgrounds, held an open progress report meeting on 5 July at Nottingham University. Approximately 100 delegates attended with a balanced representation across relevant disciplines, and Phonak, Guymark and Advanced Bionics provided exhibition materials for the day.

Professor David Moore MRC Institute of Hearing Research (IHR) opened with an overview of APD, before reporting on the group's recently agreed working definition for APD:

'Hearing disorder resulting from impaired brain function and characterised by poor recognition, discrimination, separation, grouping, localisation, or ordering of non-speech sounds.'

Kelvin Wakeham, (audiological scientist) reported on a systematic review of diagnostic tests which highlighted the fact there is no clear UK or international consensus on appropriate diagnostic tests for APD.

Sally Hind (developmental psychologist) presented interim results of a survey of the care pathway for APD, which was aimed primarily at Audiology and Speech and Language Therapy. These data consolidated Kelvin's report and served to show a substantial paucity of knowledge and no clear agreement in the UK for screening, identification and intervention with regard to APD.

Justin Cowan (PhD Student) discussed existing screening questionnaires for APD, and provided more detail on the systematic approach he is taking in the development of a screening questionnaire for APD in the UK: the Auditory Processing Inventory for Children (APIC) for which he is establishing UK norms. He also presented information on the diagnostic psychoacoustic tests he is developing, and the cognitive tests he will be using to provide a complementary APD test battery.

Dilys Treharne (Speech and Language Therapist - lecturer and clinician) had conducted a survey of approaches to management of APD in the UK, and concluded that the approach adopted in the UK appears to be based on the clinician's training and professional position and their view of the nature of APD, rather than on a more appropriate synthetic approach. She argued that management should be based on bottom-up principles with a more

interactive training programme for clinicians to help enhance the cross-disciplinary team-work required for working effectively with this condition.

The afternoon was led by Tony Sirimanna (Audiological Physician) who reported on three case studies of children with APD which effectively demonstrated the heterogeneity of presentation and performance across the APD population.

There were two main guest speakers for the afternoon session. Professor Dorothy Bishop (Wellcome Principal Research Fellow, University of Oxford) discussed the overlap between APD and other developmental conditions, raising two important questions:

- (1) is APD a distinct disorder, or just another name for SLI/dyslexia/ADHD?
 - (2) are auditory deficits causes, consequences or correlates of language and literacy difficulties?
- She highlighted the need for further research to address these issues fully, ending on a polemic note by positing the idea that APD may be a symptom of language and literacy problems rather than a cause.

The meeting finished with a talk by Steve Jones (Department of Clinical Neurophysiology, National Hospital for Neurology and Neurosurgery) on electrophysiological procedures in the assessment of APD. He discussed the vulnerability of temporal and spectral information to peripheral or central lesions, suggesting that spectral representation may be more robust due to early place-encoding, and that central spectral and temporal sound analysis processes can be electrophysiologically dissociated.

There was a morning and afternoon question/answer session. Questions in the morning ranged from type of tests available and feasibility of use with clinical child population, through nomenclature confusion (for example, is APD a revised term for OAD?) and whether APD is predominantly a paediatric problem. Issues raised in the afternoon ranged from efficacy of diagnosis for APD given the lack of evidence-based information, through concerns of awareness-raising before appropriate information is available, and the need to ensure schools become more acoustically-friendly.

Clearly this meeting raised more questions than it answered but served to provide information on the amount and nature of research currently under way in the UK and the active support being lent by BSA.

For further information on the APD Group, contact either: Tony Sirimanna SIRIMT@gosh.nhs.uk or Dave Moore Davem@ihr.mrc.ac.uk



CACDP on the move

The challenge of the schools' sector

Bob Peckford, Director of Development, CACDP

Official!

CACDP's Level 2 in BSL carries the same points score as a Grade B at GC(S)E -

In 2003, QCA carried out a research project to identify qualifications that could 'count' for schools and colleges performance tables, in addition to GC(S)Es. The outcome of the project is that from 2004, several CACDP awards now carry points scores which can be used by schools and colleges to add to their students' league table points. The good news for holders of CACDP Level 2 (or Stage 2) Certification in BSL or ISL, is that it now carries the same points score as a Grade B at GC(S)E. This means that it is recognised as being of the same level and size, and therefore achievement as a good GC(S)E grade - which anyone who has received this award will easily recognise. Further information is available on - http://www.qca.org.uk/14-9/developments/downloads/Phase_One_Report2.pdf

What is CACDP?

Teachers are familiar with the role of awarding bodies but may not readily recognise The Council for the Advancement of Communication with Deaf People (CACDP) as one of them. This article describes CACDP's current activities and their relevance to schools.

Since its establishment twenty years ago, CACDP has evolved into a QCA recognised awarding body with 19 accredited qualifications on the National Qualifications Framework. These range from Level 1 to Level 4 and include NVQs. Although most candidates take BSL assessments, the scope of CACDP awards also encompasses Irish Sign Language (ISL) and English-based communication systems used by deaf and deafblind people. These include Lipspeaking, Notetaking for deaf students and Communication and Guiding Skills with Deafblind People. Some of these awards have gained currency over the years and have become the 'industry standard' for some occupations. In 2003, over thirty-two thousand candidates were assessed at seven hundred colleges and centres around the UK, mostly in the further education sector.

Although specialising in qualifications in communication with deaf people, CACDP is subject to the same regulation by the Qualifications and Curriculum Authority (QCA) (and its equivalent

bodies in Wales and N Ireland), as awarding bodies offering 'A' levels or NVQs. One feature of QCA regulation is that awards submitted for accreditation are expected to apply national standards, where they exist. In the case of BSL and ISL, the standards are those set by the national training organisation for languages. This significance of this is, not least, that the standards set for BSL and ISL are the same as for spoken languages. Similarly, the Level 4 NVQ in BSL/English Interpreting is set against national occupational standards required for interpreters of other languages.

CACDP is not a deaf organisation in the sense that it offers direct services to deaf people, rather it provides a service to the service providers. The structure of CACDP is such that most of the major organisations of, and for, deaf and deafblind people and professional bodies, such as BATOD, are members and influence its purpose and direction. These and other interests, such as the further and higher education sectors, are evident in the membership of the Board of Trustees (half the Trustees are deaf), Qualifications Committees and other committees.

These influences have ensured that the organisation's portfolio of awards continues to reflect the changing needs and aspirations of deaf and deafblind people. As a result, the revision of existing awards and development of new awards are constant features of CACDP's work. Current priorities include a new Level 2 award - 'The Living History of BSL' and a (non NVQ) Level 3 in BSL for those who wish to progress beyond Level 2 but who do not need the qualification primarily for vocational purposes.

What can CACDP offer to schools?

BSL and related qualifications

CACDP's Level 1 and Level 2 Certificates in BSL were originally designed for adult second language learners. However, the regulations allow entry from the age of twelve and over one hundred young candidates are assessed annually. Candidates between the ages of 10 and 12, can also be entered for CACDP's exams, provided permission is sought from CACDP for this. If a school requests a group entry of candidates it is dealt with in the same way as other centres, but schools are unlikely to have a budget for external exams for year 11. We are aware that we need to review this as we

develop our links with schools. Whilst these arrangements have existed for many years, it is not surprising that the impetus to explore further the scope for working with schools would develop with a Chief Executive who came from the schools sector.

The development of a Level 2 award in 'The Living History of BSL' offered the opportunity for collaboration with schools which had experience of delivering their own curricula in deaf history and culture. The end result should be an award which meets the needs of CACDP's traditional audience and those of deaf students at the end of KS4. Further work is needed to explore with schools the relationship between this award and an award in BSL at the appropriate level. The new non-vocational Level 3 Advanced Certificate in Deaf Studies, which contains qualifications in BSL and the language and culture of Deaf people, is being designed with schools in mind. As a Level 3 qualification, this should have the status of a language 'A' level. It would be a considerable achievement and worthy of recognition for a deaf student to achieve a Level 3 qualification in BSL while still at school. The initial response from a survey of schools, to assess interest and likely take-up, has been very positive.

Other initiatives

There are also a number of other issues and opportunities which would arise from a developing collaboration between CACDP and the schools' sector. Amongst these are:

- 1 Increasing the availability of tutors and assessors who can work with children. Staff in schools (especially Deaf Educational Instructors) are the key group for us to train to deliver the curriculum and assessment for awards in BSL and Deaf Studies. We have a number of training events each year and we would like to encourage schools to participate in these.
- 2 Developing assessments for BSL users. Our practical assessments, such as those for BSL, are accessible for BSL users. However, some of our awards currently assume a level of literacy. Whilst CACDP has extensive experience of producing materials in BSL on video - including curricula, assessment and learning materials - requests have been received for alternative arrangements for written exams, so we are piloting arrangements for BSL users to present responses to exam questions in BSL on video.
- 3 Establishing links between schools and the LSC funded sector. With the national education focus shifting to the 14-19 age group and the prospect of the Key Stage 4 curriculum including more vocational courses, this may extend the scope of

qualifications which this age group can study for, including those offered by CACDP. In order to respond to this, schools may find themselves calling on FE sector staff to work with them (and possibly vice-versa).

- 4 Seeking funding for specific joint development projects with schools. This would be attractive to some funding trusts and foundations.
- 5 The continued development of BSL qualifications for children. If there is a demand from schools for BSL awards for first language users, it might be met by CACDP in collaboration with schools, based on adapting existing awards or developing parallel qualifications.

Working together

It follows from all this that there is real scope for CACDP to collaborate with the schools' sector in the following areas.

- ◆ Endorsing or accrediting programmes developed by schools.
- ◆ Developing curricula which meet the needs of schools at Key Stage 4 with input from schools on development work and production of materials.
- ◆ Providing training to schools' staff to deliver CACDP's curricula.
- ◆ Training schools' staff to become assessors for CACDP's awards.
- ◆ Developing assessments which better suit schools - provided they meet QCA criteria.
- ◆ Making joint funding applications for development work.

Communication Support Work

Another example of CACDP's work which affects schools is in the area of Communication Support Work. CACDP has a Special Interest Group which meets three times a year to discuss issues to do with the training and qualifications of educational CSWs. Although members of the group are drawn primarily from the post-16 sector, we do have two places for schools' representatives. One of these is occupied by a school-based CSW and the other by a Deaf Educational Instructor (DEI). For the past four years CACDP (through the Special Interest Group) has been working with Edexcel to develop a qualification for CSWs working in the schools' sector. This work is ongoing and CACDP would welcome further contributions from schools' staff.

For the past four years CACDP (through the Special Interest Group) has been working with Edexcel to develop a qualification for CSWs working in the schools' sector. Initially this work took the form of contributing to the development of units for two new qualifications, one for CSWs and the other for Deaf Educational Instructors (DEIs).

In the spring of 2004, Edexcel agreed to build on their Certificate in Support for Deaf Learners (a generic qualification for support staff working with deaf children in schools), to develop two endorsed pathways to the Diploma, one for CSWs and the other for DEIs. CACDP has been actively involved in the development of new units for these qualifications and is currently making links between the Edexcel qualifications and CACDP's own awards in BSL and other language and communication skills. CACDP would welcome assistance from schools' staff in this work.

There is no national forum or support network for schools' CSWs or DEIs so their ability to influence the national agenda is limited. CACDP would welcome any initiatives within BATOD to address these issues. Since CACDP has no qualification for CSWs, its involvement in this area is primarily to provide a forum for discussion of the issues. CSWs and DEIs urgently need the support of a professional body.

Making contact

If you are interested in working with CACDP on the development of awards, please contact us:

For awards in BSL and Deaf Studies, Community and Culture at Levels 1 and 2, please contact Ian Robinson (BSL Standards Officer)

ianr@cacdp.org.uk

For BSL at Level 3, please contact Jackie Swinbourne (BSL Standards Officer)

jackies@cacdp.org.uk

For piloting assessments for BSL users, please contact Cathy Barnes at cathyb@cacdp.org.uk

For CSW and DEI issues, please contact Wendy Martin - wendym@cacdp.org.uk

If you are interested in joining any of CACDP's committees - we have these for each communication skill area - please contact Wendy Watson at wendyw@cacdp.org.uk

If you are interested in attending any of CACDP's training events, please contact Wendy Watson at wendyw@cacdp.org.uk

If you are interested in making joint funding applications for project work, please contact Bob Peckford at bobp@cacdp.org.uk

Sharing information, thoughts and news

Ann Underwood, Magazine Editor

We are all aware how comparatively few deaf children are supported by even fewer Teachers of the Deaf (ToDs). The nature of working as a peripatetic teacher makes contact with other teachers quite difficult, operating in a tightly knit unit can also restrict interchange with other ToDs and there are often feelings of isolation. On the other hand, visiting large numbers of schools and situations, ToDs have the opportunity to pick up tips and ideas and sometimes develop them.

Membership of BATOD offers opportunities for linking across LEAs with teachers, associated professionals and support workers to share ideas and training opportunities - networking. There can be no substitute for meeting others 'in the flesh' but the BATOD Magazine attempts to link those involved in deaf education to share information. The BATOD Journal published in association with Whurr offers the opportunity to follow current research and data.

There are regular focused issues of the Magazine so that articles about a particular topic are easily accessed. Within the pages of the Magazine there are also other articles and reports of meetings, projects and general press releases to keep the BATOD membership reasonably up-to-date with whatever is going on. The success of this depends on as many ToDs as possible offering information to be shared. Sometimes the information may seem obvious to the 'old timer' but there are new ToDs coming along who have not heard about a specific technique or idea and many who have not been struck by a particular muse.

The demands of the National Curriculum to continuously record what is done, in conjunction with the ease of electronic transfer and use of ICT gives an opportunity - without too much additional work - for everyone to share examples of working practices, snippets of news, pictures of events. The BATOD Magazine is the vehicle that can assist the sharing of the information. So think about it - send an email to the Magazine Editor with your news, views and ideas for inclusion in a Magazine issue.

Magazine style

The Magazine style is more informal than the Journal and should not contain lots of tables of results - more about what you did and how it will affect ToDs. Remember what you enjoy in short

articles with a clear point and the type of information that you want to know when you read an article, then write accordingly.

Word count

For articles our word count is usually 600-700 (one page) or 1500 (two pages) unless it is something that would have great impact or is particularly interesting. You do not have to worry about format - that is decided by the Magazine editor when the Magazine is designed.

Electronic format

Submissions can be in almost any Windows compatible format - though some more obscure processing packages may be harder to access at first. If your electronic file cannot be read, the Editor will get back to you to sort something out!

Photographs and other graphics

As a picture speaks a thousand words, photographs and diagrams often help reduce the word count. All pictures should be 300dpi (dots per inch) and high quality. The published size is usually about a column width (83mm) by the relative height of the picture, which also needs a caption.

Permission to publish

All photographs must have parental permission and these photographs may be used in other BATOD publications and displays. A permission form can be downloaded from the BATOD website and, when completed should be sent to the Magazine editor. In this instance the blanket permission from parents that your establishment may hold does not cover the Magazine. A complimentary copy of the magazine is usually sent to the family if the photograph is published. Costs preclude sending large batches of Magazines for everyone in the family though!

Copyright

This is always a difficult issue - usually the ownership rests with the author unless some specific agreement has been signed. If you look at the back of a BATOD Journal you will see the format for copyright consent. With the Magazine this is a little more relaxed. If someone wants to use an article they usually contact the Editor to seek permission. Care needs to be taken if an article has been submitted to several publications as there is a protocol for this which recognizes the fact. If you are sending your article to several Magazines to be published you should say so.

Normally it is presumed that the author is in agreement with the information being shared. The source/place of publication is always clearly stated so that subsequent readers will know it is your

article. If you have other thoughts on this, then discuss them with the Magazine Editor.

Short news items

Short news items of between 100-200 words can be submitted to the 'This and That' page electronically. If they are still valid and newsworthy when the next issue of the Magazine appears then you can share your successes and news with BATOD members. The 'This and That' file is built up between Magazines and edited at the last minute so sending the item in as it occurs is the best way of keeping the Magazine up-to-date.

Benefits to authors

It may be that your expertise is recognised and you are called on to advise, join a steering group or possibly comment on a situation. You can always refuse the advance - but it does allow the opportunity for other people to seek your advice and this must be good for your morale.

Of course having an article, report or piece of news published also has a knock-on benefit to you and your CPD - it is another item to add to your list of achievements!

Submitting work to the BATOD Magazine

If you are now ready to write an article or share your thoughts, complete the job and email the file to magazine@BATOD.org.uk. The email will be acknowledged and negotiations will take place. The item will be passed to a team of proof-readers who will check your style, spelling etc and look at the article from the point of view of the readership. Sometimes this means that you will be asked to change something or expand on what you have written. The process is usually quite painless! When the article appears you will receive a letter of thanks and a complimentary copy of the Magazine.

Reviewers wanted

Looking for new materials? Run out of cash in the budget?

If you are willing to give some time to reviewing materials and writing a report - in the context of your work with deaf children - maybe you should consider becoming one of the team of reviewers for the BATOD Magazine.

You are given a format/structure to report on items and usually the publisher/supplier allows you to keep the materials.

BATOD members get to read your comments when the review is published.

Contact the Reviews editor - Mary Flint
email: magreviews@BATOD.org.uk

Funding of Additional Learning Support in FE from 2004/05

Elizabeth Mackinder

The Learning and Skills Council (LSC) is looking to ensure a level of consistency and equity across the post 16 sector. Post 16 providers include schools with sixth forms, colleges, work-based learning and adult and community providers.

The LSC is looking to apply a single definition of Additional Learning Support (ALS) and the achievement of a common approach to funding. The majority of FE and all work-based learning provision will move to new arrangements from 2004/05. (Not schools with sixth forms or adult and community providers.)

Current approach

The current funding system in the FE sector requires providers to record the same level of claim information for each individual learner regardless of the level of support required. The support is costed and totalled for each student and compared to a table of ALS costs bands to identify the funding to be claimed for each learner. Providers receive an amount of funding at a median level of the appropriate cost band. The process is seen to be bureaucratic.

ALS claims have been an area of concern for auditors raising issues regarding eligibility for funding and incomplete/inappropriate evidence provided.

Plan led funding for colleges

From 2004/05 most colleges will move to plan-led funding arrangements in line with Circular 04/02. These providers are referred to as 'in scope and eligible'.

From 2004/05 those providers in scope and eligible will receive a block allocation of ALS based upon the level of ALS provided to learners in previous years. This forms part of the provider's funding allocation. Providers are able to discuss with the LSC the appropriateness of this amount of funding during the planning stages each year.

Colleges will be expected to manage this budget to provide ALS for all learners requiring support up to £19,000.

According to the LSC, 95 per cent of ALS claims currently are below £4,500. The current system requires providers to record the same level of information including a detailed breakdown of costs for each learner regardless of the level of support required.

From 2004/05 those providers in scope and eligible will not be required to complete the ALS costs paperwork for learners who require support up to £4,500 per year. Providers will be expected to maintain curriculum records of learner assessment, individual learning support plans, monitoring review and outcomes for learners receiving ALS.

Claims over the £4,500 threshold will be required to complete the ALS costs form (revised).

Claims above £19,000 will continue as before using the new ALS costs form. The initial £19,000 of a claim is resourced from the provider's block allocation. Additional payments will be made by the LSC where relevant for the balance above £19,000.

Future developments

The LSC is currently developing a new formula approach to determine ALS block allocations shifting emphasis from historical data to linking ALS funding to planned and agreed activities.

Providers not 'in scope and eligible'

These providers will continue to operate under the old system of funding for ALS.

Work-based learning providers

Historically standard payments were made to work-based learning providers to meet either additional learning needs and/or additional social needs. From 2003/04 the LSC introduced 'exceptional support' for those trainees whose identified needs are higher than the standard additional support funding would meet (up to a total of £3,000). The LSC will retain this system

School sixth forms

The LSC is undertaking a separate consultation on proposed arrangements for post 16 learners in the school sector. It is working with the Special Educational Needs Advisory Group. The consultation will be looking at the needs of pupils both with and without statements of SEN. The LSC expects to implement the new ALS arrangements in the school sector from 2005/06.

Adult and community learning

The LSC is developing a funding approach for non-accredited learning which will be introduced in 2005/06. The broad principles will be to ensure a minimum of demands on providers regarding bureaucracy and maximum flexibility. A consultation document will be published in the summer.

Next steps

The LSC is in the process of establishing regional champions from its local LSC staff. These champions will advise local LSC colleagues and providers on ALS funding arrangements, DDA, ALS issues and sharing good practice.

Further Information

The LSC has a dedicated ALS section on its website (www.lsc.gov.uk). The following details can be found there.

- ♦ Circular 03/03 Development of a Common Funding Approach for Additional Learning Support
- ♦ Notes from three ALS sector panel events
- ♦ LSDA's report to LES detailing recommendations for ALS

The LSC's Funding Guidance for Further Education in 2004/05 contains the operational detail of ALS and can be found under the publications section of the website.

GCSE students advised to apply for EMA

press release on behalf of EMA from Suzie Barrett

Young people and parents are being urged to apply now for the Education Maintenance Allowance (EMA), the Government's new weekly allowance for students who continue in education after their GCSEs.

All 16-year-olds in England from households with incomes of £30K or less, and who stay on at school or go to college, will receive £10, £20 or £30 a week paid directly into their bank accounts, in return for good attendance and commitment to their course.

The Government is urging all young people who are eligible for EMA and who still have not applied for the incentive scheme to do so as soon as possible to ensure they receive the weekly payments from the beginning of the new term in September.

Those unsure of how to apply for EMA, or those who have applied and are worried that they have not provided all the necessary information, should follow these steps:

- 1) Call the free help-line on 080 810 16219 or visit the web-site www.ema.dfes.gov.uk for your application pack. People with speech and hearing difficulties who use textphone, can call 0800 056 5344.
- 2) EMA will be paid directly into the bank or building society account of the young person - so if they do not have one, they need to open one in order to complete their application form.
- 3) Along with the completed application form, evidence of the young person's bank account must be provided either in the form of an original bank account statement in the student's name

OR

an original letter from the bank stating a bank account has been set up, and giving the account number, sort code, name and address of the bank account holder. These details should also match those given on the application form. Photocopy versions will not be accepted.

- 4) Parents need to provide evidence of household income for the last financial year (April 2003-2004), which ended last April, such as a Tax Credit Award Notice (TCAN) form from the Inland Revenue or a P60.
- 5) Once completed, return the application form to the Assessment and Payment Body - using the envelope provided.
- 6) A 'Notice of Entitlement' will be sent from the Assessment and Payment Body when the form

has been processed. This will explain how much the young person can receive once they have enrolled on a course and started attending school or college.

- 7) The young person will need to take their EMA papers to school or college and sign an EMA contract. This contract will set out what is expected in terms of attendance, coursework and progress.

Education Maintenance Allowance (EMA) at a glance

Key features of EMA

- ✓ Weekly payments bands of £30, £20 and £10 per week, depending on household income
- ✓ Bonus payments of £100 (worth up to £500 in total over 2 years)
- ✓ Available for both academic and vocational courses, including GCSE retakes
- ✓ No other household benefits are affected
- ✓ Young people can still have a part-time job

Who will be entitled to an EMA?

- ✓ Those aged 16 years old after 31 August 2004
- ✓ Those whose household income is around £30,000 or below
- ✓ Those doing at least 12 hours a week of guided learning on further education courses in school sixth forms, sixth form colleges and FE colleges

Application

Evidence of an applicant's household income for the last tax year and proof of the individual's operational bank account are required.

Eligible applicants will receive a 'Notice of Entitlement' explaining how much they will receive once enrolled on a course and start attending school or college.

EMA Contract

Once enrolled, the student must attend all course sessions and sign an EMA contract with their school or college. The contract sets out what is expected in terms of attendance, coursework and progress.

For more information login to the EMA website on www.ema.dfes.gov.uk or call free on 080 810 16219



Education Maintenance Allowance - the answer to drop-out problems?

For the last three years, colleges within the Birmingham Local Education Authority area have participated in pilot scheme which has been launched country-wide this September.

So far, the results for our deaf students look good. There had been concerns expressed that students in receipt of disability benefits might lose out because the contribution made by their benefit would put the family income above the threshold.

The rules are very clear, however, that none of the individual student's income should be taken into account. The assessment is made, rather, on the ability of the responsible adults to make a contribution to the student's personal expenses.

Full details of how the scheme works can be found on the internet at www.ema.dfes.gov.uk

In practical terms, there have been local difficulties with payment, usually where the college has several campuses and the system for the collection of 'timesheets' has not been thought through adequately.

Those who support deaf students should give consideration to how they give and reinforce the message about what is expected, particularly amongst those with significant hearing losses.

It is very easy for these students to think that the rules are not as strict as they are; they follow their hearing friends into town, only to discover that the said friends are on a specific errand, sanctioned by the tutor, while their own absence has been recorded in a different way. While this occurs sometimes because of genuine lack of information or lack of reinforcement, it can also be the result of a failure to understand how much personal responsibility they need to take.

National Conference

The NATED National Conference was held on the 30 June and, aside from the opportunity to network, was packed with useful information, including a vision of the future in relation to the 14 to 19 curriculum with assessment based on establishing competency in the relevant area.

PC Werth was in attendance to give a number of audiological updates including the use of Soundfield Systems (which is new to most colleges). There were also a number of workshops in the afternoon.

Of continuing interest was the development of professional standards, previously reported, and the debate about professional titles. 'Communication Support Worker' is not felt to describe, properly, the educational role of such a worker.

Since the conference, further progress has been made and, in the interim, Edexcel have agreed to allow the old professional development award to run for one more year.

14-19 Transition

Following national consultation of the draft Protocol and Recommended Guidelines for 14-19 Transition for pupils and students with sensory impairment is now available.

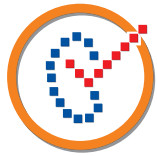
The SERSEN Sensory Impaired provider task group hopes that you find this useful and will circulate it to any interested parties.

The Protocol and Guidelines are also available within the Sensory Impaired section of our website at www.sersen.uk.net along with our National Quality Standards in Education Services for Children and Young People.

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Minutes of a Meeting of the National Executive Council of the British Association of Teachers of the Deaf, held in London on 19 June 2004

Present: C Torrance (President); A Weaver (President Elect); P Simpson (Secretary); B McCracken (Treasurer); J Baxter (Asst Secretary); D Hartley (Past President); E Moore (Consultant); G Anderson; A Burns (BATOD Northern Ireland); M Butcher; P Cobbold; M Copeland; S Dart; F Mackenzie; E Mackinder; J McIlroy; M Nelson; C Owen; C Payton; M Philip; P Preston; A Underwood (Magazine Editor); H Ward; S Whyte

NB: (i) Standing Committees are referred to by the following abbreviations: Audiology & ICT Committee (A&ICTC); Educational Issues Committee (EIC); Publications & Publicity Committee (P&PC); Membership & Finance Committee (M&FC); Professional Development Committee (PDC). The Steering Group is abbreviated to SG.

(ii) Reports from meetings are listed, but only key items or discussions arising during the NEC meeting are minuted. Copies of reports are available from the BATOD Secretary on request.

1 **Apologies for absence:** A Baker; H Griffith; L Leith; S Pointeer; J Shaw; H Weston.

2 **Minutes of the meeting of 7 March:** approved.

3 **Matters arising from the Minutes**
(Figures in brackets are for cross-referencing with the minutes of 7 March.)

3.1 (4.2) The Secretary has asked for clarification regarding the appointment of NQTs in Schools for the Deaf. Pat Griffiths (DfES) has promised a response.

Decision: Secretary to follow up.

3.2 (3.1) After the cancellation of the last course, the Burwood Centre is keen to offer another and is liaising with the PDC about the nature and level of involvement that BATOD could offer.

Decision: P&PC, together with the SG, to draw up guidelines for working with other organisations.

3.3 (3.2) The Secretary had tried to encourage ToDs to stand for the unattached teacher vacancy on the GTC(E).

3.4a (5.5a) The Achievements of Deaf Pupils in Scotland Survey (ADPS) is in need of funds to support its future. At the same time, BATOD has been negotiating to combine our survey with their database and question format, during the course of which issues regarding sharing the database and ownership of the information have been explored. Although there are some intrinsic differences between the Scottish education system and the education systems of the rest of the UK, such differences are not insurmountable.

3.4b The DfES has turned down an approach for funding, but other funding avenues are being explored.

NDCS is a potential ally in pursuing funding for the collection of data and is keen to pursue the possibility of working with BATOD on the Survey.

Decision: a) *President to seek further information from ADPS about data protection issues;*
b) *NEC members to put forward suggestions for the SG to incorporate into a protocol for co-operating with another organisation on the Survey;*
c) *If the offer from NDCS is taken up, President to ensure that members receive information about the overwhelming advantages it would bring.*

3.5 (9Bi) There was no time to discuss the BATOD draft documents on ear-mould impression taking and pure tone audiometry presented at the meeting of the National Committee for Professionals in Audiology (NCPA). The British Association of Educational Audiologists (BAEA) is interested in co-operating with BATOD on the guidelines.

4 **Correspondence**

4.1 Correspondence, including thank you letters from retired members of NEC for book tokens, was displayed for information.

4.2 The RNID has published guidelines on the use of ICT with deaf pupils.

5 **President's remarks**

5.1 The President had already opened the meeting by welcoming the newly co-opted members onto NEC: Gary Anderson and Hilary Ward (PDC); Moira Butcher & Stuart Whyte (A&ICTC); Elizabeth Mackinder (EIC). Helen Weston is assigned to P&PC.

5.2a BATOD is to attend a meeting called by NDCS to discuss concerns about the viability of training courses, the age profile of people delivering courses and recruitment of course leaders. Poor pay and conditions of service are detrimental to recruitment. ToD training courses are too small-scale to bring in the research money upon which Universities depend.

Decision: Members of NEC to forward other concerns to the President or Consultant.

5.2b It would be useful to request a joint meeting with the DfES to discuss different modes of course delivery. The DfES has recently published a leaflet encouraging people to take up training, but funding is not available. BATOD now has the high moral ground for the discussion of funding issues.

Decision: Secretary to research European models of funding.

6 **Secretary's comments**

6.1 NEC members were asked not to acknowledge attachments by replying to sender as replies are

- frequently bounced back hence Paul did not receive the acknowledgement.
- 6.2 The BATOD website is being revised. Members of NEC were asked to monitor relevant information and forward it to the Magazine Editor for editing.
- 6.3 Tina Wakefield has drawn BATOD's attention to a poster from the DfES on developing children's speaking and listening skills. The advice runs contrary to the advice a ToD would give for deaf pupils. The Primary Strategy Team has acknowledged BATOD's criticism of the poster, which had been produced to encourage good practice for the majority of pupils. They have promised to annotate the poster to address BATOD's concerns and have invited BATOD to nominate someone to advise on the development of additional guidance materials with specific reference to SEN and bilingual learners.
Decision: Secretary to nominate Tina Wakefield.
- 6.4 BATOD is frequently asked if it holds a list of ToDs working as supply teachers.
Decision: a) Regions and Nations to ask members if they wish their name to be included on a BATOD list;
b) Secretary to advise members, via 'Frequently Asked Questions' to contact their LEA if they wish to become supply Teachers; and LEAs to be advised to consult their local Advisory Services if they are seeking ToDs for supply work.
- 6.5 Regional/National representatives were thanked for submitting their reports in time for inclusion in the NEC pack.
- 7 Treasurer's report**
- 7.1 Although the National accounts should break even, there is unlikely to be any money to carry forward as a consequence of the bills due for payment before the end of the financial year.
- 7.2 BATOD Regions and Nations were reminded of the need to keep a balance of £1,000 in their accounts. The National Treasurer should be approached if this presents difficulties.
Decision: Treasurers of Regions and Nations to send copies of their audited accounts to the National Treasurer.
- 7.3 The Treasurer has written over 350 cheques this financial year.
- 7.4 There are several members in Northern Ireland whose Magazines are being returned.
Decision: Jean McIlroy to track down their current addresses.
- 7.5 Membership lists were distributed to Regional and National representatives.
- 8 Reports from BATOD Regions and Nations**
- 8A BATOD Northern Ireland**
- 8A.1 The two March conference topics, the modernisation of hearing aid services and emergent writing and literacy, were well received by delegates. The May meeting also focused on the development of hearing aids, as will the November AGM. Northern Ireland can only keep up to date with such developments via presentations from visiting speakers.
Decision: BATOD Northern Ireland to consider writing to the Northern Ireland Office requesting funding for training similar to that provided in the rest of the UK.
- 8A.2 At the May meeting, Jean McIlroy was presented with a gift to mark her retirement.
- 8A.3 The Committee has been asked to nominate two members to represent BATOD on the Regional Strategy Group. Teresa Degnan and Olive McManus have been invited onto the consortium to respond to the Public Draft Order consultation Document on SEN and Disability.
- 8B BATOD Midland**
- 8B.1 Conference organisation tends to dominate Committee time. The Region supports the suggestion that BATOD should look into using the services of a conference organiser, as Committee time would be freed up for Regional business.
- 8B.2 The May conference on alternative thinking strategies was well attended and well received. A summary of the presentation will be published in the Association Magazine. The October conference will explore issues around the theme of mental health.
- 8C BATOD North**
- 8C.1 The June meeting focused on work with the under 5s. The October conference is entitled 'The Emotional Curriculum and Positive Behaviour'.
- 8C.2 Once the bank forms have been formally discussed and minuted Laverne Smare will take over from Aftab Haque as Treasurer. The National Treasurer is available to offer advice if needed.
- 8D BATOD South**
- 8D.1 The Region has been without a representative to NEC for some time. The President welcomed the new representative, Stuart Whyte. Four new members have joined the Committee during the year, resulting in a revival of Regional activity.
- 8D.2 The October AGM and conference had been a great success and the choice of a Friday for the event had proved popular. The November conference is entitled 'Everything you always wanted to know about digital hearing aids, but were afraid to ask'.
- 8E BATOD South West**
- 8E.1 Owing to insufficient interest the Region had to cancel the May workshop. There is support for a deafness and dyslexia conference, linked to the AGM, date to be announced.

8F BATOD Scotland

8F.1 The Committee is discussing the response received regarding the ToD training course. The system of modular training at Moray House is being reviewed.

Decision: *National Secretary to clarify for the RNID and NDCS that there are no new trainee ToDs enrolled on the Scottish course, but a number are to train via distance learning courses from England.*

8F.2 Committee members are encouraged to visit, and have an input into, the Scottish section of the website.

8F.3 The November conference will have the theme of emotional literacy.

9 Reports from meetings with other bodies

9A A meeting between BATOD and SENSSA attended by Paul Simpson, Ted Moore and Bev McCracken. The full report is published in the Association Magazine.

The following actions were agreed at the meeting:

- a) the SG to investigate the effect of delegation of Units on Service delivery;
- b) BATOD to follow up on joint representation with SENSSA on the lack of representation on the GTC(E);
- c) to include in the next STRB response recommendations on pay & conditions of service for ToDs working in an advisory role;
- d) there will be joint representation for funding for out of county provision.

9B GTC(E) conference report, meeting attended by Ted Moore. The main points of the meeting will be summarised for the September Association Magazine.

9C Meeting between BATOD, NDCS and RNID attended by Paul Simpson. The full report is to be published in the September Association Magazine.

9C.1 The new senior policy officer for Education (RNID) is Suzanne Mackenzie, formerly of NASEN.

9D Meeting of the GTC(E) focusing on CPD logs attended by Ann Underwood. The debate during the meeting has encouraged BATOD to re-examine its CPD log. Unconnected to this, it will become compulsory soon for teachers in Scotland to keep a log.

Decision: *the PDC to scrutinise the BATOD CPD log alongside other examples.*

9E Meeting with Paul Goodman, MP, Conservative Party.

As part of BATOD's policy to maintain dialogue with representatives of all main political parties, the Secretary and the Consultant met with Mr Goodman to raise awareness of BATOD's areas of interest and to outline current concerns.

9F Meeting with Eileen Visser, HMI attended by Ted Moore and Lucy Leith. The full report is published in the September Association Magazine.

9F.1 Concern was expressed during the NEC meeting that HMI claim to be unaware of any complaints regarding Ofsted inspections. A number of Heads of Schools and Services on NEC could cite examples of issues they had raised.

Decision: *a) Consultant to provide evidence of complaints for Eileen Visser.*

b) SG to consider the terms on which data from the BATOD Survey would be made available to Ofsted.

10 Reports from Standing Committees

10A Educational Issues Committee

10A.1 Mary Flint has agreed to become the Reviews Editor for the Magazine.

10A.2 Advertisements have been placed in the Association Magazine and on the website to promote the BATOD Guide to Provision for Deaf Students in FE and the Language of Examinations booklet.

10A.3 The Joint Council has adopted the language of the Disability Act and from September the term 'reasonable adjustments' will be used instead of 'special examination arrangements'.

10A.4 The Committee is updating the document on service models. The revised document will be presented to NEC.

10 A.5 The brief to update the advice on the website about preparing documentation for Ofsted has been passed to the PDC.

10A.6 Report on the meeting of SEN Associations with QCA attended by Tina Wakefield. The full report is published in the September Association Magazine.

10B Publicity & Publications Committee

10B.1 The recently purchased computer has somewhat eased the workload of the Magazine Editor. The focus of the September Magazine has changed to IT, in order to coincide with the Blue Skies Project; the November issue will have a focus on creativity, the January issue on deaf education worldwide, the March on working with cochlear-implanted children. Future foci are likely to be dyslexia and inclusion.

10B.2A NATED stick-on logo will be inserted into the 'Language of Examinations' booklet and two small corrections have been made. The Awarding Bodies have been sent a copy of the booklet and a CD version, together with a letter encouraging them to promote the booklet to inform good practice in question writing.

10B.3 The Committee has replied to the Burwood Centre about the cancellation of its course, pointing out that the proposed topic had already received good coverage across the country. An audit of CPD needs will be carried out.

10B.4 The BATOD display banners should be ready for the March AGM, at an estimated cost of between £1,500 and £2,000.

10B.5 Proposed guidelines for website links/advertising were presented to the NEC meeting. New information leaflets and membership leaflets were distributed to Region and Nation representatives.

10B.6 The draft of the Audiology Refreshers should be ready for comment by the September NEC meeting.

Decision: *Past President to take the drafts to the NCPA for comment.*

10C Audiology & ICT Committee

10C.1 The Committee has recently lost four members whose hard work and contributions to the work of the Committee and to the NEC of BATOD have been highly valued. The co-option of two new members and the appointment of a Chair are now priorities.

Decision: *Chair to rotate between committee members.*

10C.2 Draft policies on ear-mould impression taking and pure tone audiometry have been presented to the NCPA and published in the May/June Association Magazine and on the BATOD website.

10C.3 Simon Blake of BAEA has invited BATOD to consider the production of joint policies.

10C.4 Meeting of the NCPA attended by David Hartley and reported in the September Association Magazine.

10C.5 Meeting of the NHSP Executive attended by Nicky Ereat. The full report is published in the September Association Magazine.

10D Professional Development Committee

10D.1 The March AGM and conference was attended by 98 delegates. The majority felt that the conference had been successful and that the balance of talks and workshops was about right, although a small number commented on the long afternoon session. Suggestions for future exhibitions included language learning and curriculum materials, software and speech and language materials.

10D.2 Planning for the 2005 conference is under way. The Committee is discussing the possibility of putting on conferences with the same theme around the Regions and Countries.

10E Membership and Finance Committee

10E.1 The Committee continues to discuss financial issues and examine ways of reducing expenditure.

10E.2 The Secretary is to trawl through a website of grant-making trusts to see if BATOD is eligible for any grants.

10E.3 The new membership database is now being used.

11 Discussions with Region and Nation representatives

11.1 The Data Protection Act prevents the Association from giving out membership information

electronically. Individual approval would need to be sought if BATOD were to look into changing from paper to electronic data transfer.

11.2 The PDC has been given a brief to foster inter-Regional/National communication, communication with NEC and the sharing of information about popular speakers. The North Region includes a synopsis of conference content in a 'What Went On' communication.

Decision: *Regions/Nations to consider the viability of contributing to a website table of conference speakers and topics.*

11.3 Because of other training events for ToDs, the North Region often struggles to find new, appealing speakers.

Decision: *The PDC to discuss the possibility of offering training in partnership with LEAs and to explore DfES funding for web-based training.*

11.4a Information about Blue Skies training bypasses ToDs working in FE or out of Implant Centres unless they are members of BATOD.

Decision: *Secretary to alert NATED to the Blue Skies training available and supplement the Directory to include information about Cochlear Implant teams (via ICToD).*

11.4b Many ToDs working in FE fail to receive crucial information which goes out to Schools and Services. NATED members would welcome invitations to be included when information is disseminated.

Decision: *'What Went on at NEC' to be forwarded to NATED.*

12 Committee time

Committees convened to reallocate roles, welcome new members, discuss ongoing business and address recent briefs.

13 Plenary session

13.1 Committees fed back summaries of the main business discussed. Fuller details will be included in the next Committee reports, due to be with the Secretary by 14 September.

13.2 Items for publication in the November and January Magazines need to be with the Editor by 20 September and 20 November respectively.

14 Date and place of next meeting:

25 September, Birmingham

15 AOB

15.1 Jenny Baxter announced her decision not to stand again as Assistant Secretary. A nomination for election is urgently sought.

The meeting closed at 15.40.



BATOD UK

Northern Ireland

After many years of service in deaf education Jean McIlroy has retired from full-time teaching and is also leaving the BATOD NEC as the Northern Ireland representative. During the AGM and Conference in early November an election will be held for her successor. Jean attributed the fact that there have been several nominations to the occasion when Northern Ireland hosted the NEC meeting in Belfast as members realised the value of BATOD and the work carried out. There will be a report of the November meeting in the January Magazine.

Jean McIlroy

BATOD Scotland has held one committee meeting since the last NEC meeting. The meetings continue to be held on a Saturday morning at Donaldson's College in Edinburgh.

The secretary raised the issue of the cross-party working group on Deafness. The last meeting of this group had to be cancelled. BATOD Scotland had requested representation on this group and this has been agreed. Carole Torrance is to be the representative with Marlyn Graham as a substitute representative. Concerns were also raised regarding the constitution and management of this group and it was agreed that the secretary contact Cathie Craigie MSP to clarify the issue.

The remainder of the meeting involved discussing the arrangements for the AGM. The AGM on Saturday 6 November will be followed by our conference on 'The Emotional Curriculum and Positive Behaviour Management'. Arrangements are now well in hand for this meeting to be held in Tynecastle conference centre in Edinburgh. Posters and application forms are to be sent out to all members, CPD coordinators in education authorities and all heads of schools, units and services. Nomination forms are also to be sent to members with a view to filling vacancies on our committee.

Our next committee meeting will be in the form of a conference call - a first for some members. This will be mainly to finalise conference arrangements.

Moira Philip

BATOD Wales held a successful 'Professional Study' day at Llandrindod Wells. The Monday meeting in June 2004 was addressed by Jane Davison, Welsh Minister for Education and Lifelong Learning, followed by Sue Archbold and Geoff Plant. The former speaker talked of the aims contained within the twin consultation reports that have arisen from surveys of deaf/HI children of pre-school and of school age. The latter speakers followed a theme of speech communication training for deaf children. We intend to write up the talks in some detail for the website.

The attendance was slightly down relative to last year at around 100 and we believe we may have organised the day a week too early. For example, some secondary school staff mentioned that examinations were still continuing that week. Additionally we found it difficult to give the level of notice that we have in the last two years and so the organisation and publicity was delayed.

We met as a committee on 15 September 2004. We discussed, as requested by NEC, links to political parties - we feel that this is not necessary at the moment as we feel we have the ear of the Minister, are conspicuous at the Assembly and would feel that specific issues should underpin such a move to establish the link rather than institute it at the moment

In response to an NEC request it was not felt that a National Supply List is necessary as such staff are believed to be known to us in our area already. There are other practical reasons given for believing it to be unnecessary. Discussions during the NEC meeting revealed that requests from outside agencies are often made to the BATOD secretary and it would be helpful to know where potential ToDs were. An advert will be placed in the November Magazine asking available Teachers of the Deaf to identify themselves to Paul Simpson.

A sub-group will meet with the intention to update the Wales section of the web-site and to develop ideas for elaborating its content. Members are kept up to date with current Welsh issues with the Newsletter. Arrangements have been discussed for developing and sustaining the Newsletter that is issued.

Information of the conditions laid down by BATOD for linking with examination boards to organise modifications of examination papers is in demand in Wales. We are developing plans to hold a course in Wales in this regard following perceived difficulties with some Welsh papers.

We wish to record our gratitude to Stan Cornelius for the long-standing contribution which he has made to BATOD and education of the deaf in Wales. Stan has worked generously and supportively for decades and has now decided to withdraw from BATOD Wales.

There have been no requests from Colleges this year for the presentation to students regarding the profession. We recorded the need to follow up this duty with some enquiries.

Planning for the coming year has been fully considered and a plan has been established: three general member-talks across the academic year and selected people to approach for each occasion. We fixed our intentions regarding the date and content of AGM/Professional Study Day.

Staffing in a Wales LEA has been a cause for concern. An unexpected decision of a local LEA, to remove the position of Senior Advisory Teacher of the Deaf without a replacement, was discussed and a proposed response from BATOD Wales was considered. Contact with NEC exists and advice is being received for the individual concerned. Suggestion on the content of the response, from our committee, followed from committee members. Discussions around the table revealed several clear events elsewhere where other Teachers of the Deaf in maintained schools were under pressure and losing time from HI/Deaf children. It may have revealed a particular issue for Wales that staffing is being withdrawn from HI/Deaf children inconspicuously.

BATOD Wales would welcome any comments by way of reaction to our experience and also to learn if this is a UK experience.

Steve Dart

The **Midland region** Committee was very pleased to welcome a new member, Vicky Hassett, from the Birmingham Specialist Support Service. However, this good news was countered by Janet Guest resigning from the post of Region Secretary. Janet has done an excellent job for many years and her contributions will be missed.

Feedback from the May twilight conference was very positive indeed and several delegates have arranged to visit Kingshurst Junior School to observe alternative thinking strategies in practice.

From September Oxfordshire is changing the name of its Service to CLASS (Communication, Language, Autism and Sensory Services). Helen Womack, from Oxfordshire, has been carrying out research on the impact of Workload Reform and will

be presenting her findings to the SE Regional Partnership in the near future. There are issues to be addressed including policies on home visits, performance management targets, (particularly for part time workers), attendance at meetings and the issue of 10% non-contact time.

Andrea Baker

BATOD North has begun to address the challenges of travelling and communication between ToDs in the North by organising a mini local meeting at Bradford which was so successful a similar event will be organised in March 2005. The sterling efforts of Sue Frazer and Sue Searle to bring this idea to fruition are recognised. The topic for the proposed March meeting has not yet been agreed but it could be on a secondary education theme. It is hoped that this type of arrangement will be developed across the North region and already a group of interested ToDs in East Yorkshire are to have an informal meeting in November.

The committee is still trying to sort out the financial arrangements following the hand-over of the Treasurer's job to Laverne Smare. As changes are due following the changes in Chair and Secretary personnel this should be completed in the near future.

Trish Gibbons is relinquishing her role as Chair and will be succeeded on a temporary basis by Colin Peake. After seven years Chris Payton has also tendered his resignation as Secretary. The dedication and hard work of both Trish and Chris must be applauded - they will be able to relax more without the responsibilities of their roles although both will continue to be involved in the region committee. Until someone comes forward to take over the role of Secretary the committee have agreed to share out some of the jobs that Chris normally does. The committee thanks both officers for all their commitment to the BATOD North region membership.

Chris Payton

At the end of September **BATOD South** publish the Autumn Newsletter and invitations to the AGM and Conference. The Newsletter contains news, views and personal profiles. Plans have been finalised for our conference on developments with digital signal processing aids.

Advisory Teachers are concerned about LEA pressure to move them away from Teachers Pay and Conditions and the refusal to consider their Upper Pay Scale 3 applications. BATOD NEC discussed this briefly and this was referred to the Consultant, Ted Moore.

Stuart Whyte

Social services involvement in the NHS Newborn Hearing Screening Programme

Alison Weaver

Context

An 'open space' event to consider how agencies can work together to meet the social needs of families of deaf babies identified through NHSP was organised by a group of independent consultants commissioned by the DoH to identify how social services can play an appropriate and active role with families of young deaf children.

Participants included representatives from health, social services, education, voluntary sector, parents and NHSP.

Summary of the main points of the meeting

The 'open space' format for the meeting gave all participants the opportunity to ask questions related to the theme. These questions then became the focus of the discussion groups, which ran throughout the day.

Questions raised included:

- ♦ Do Social Services have the time and resources to meet the needs of deaf children and their families?
- ♦ How can Social Services and other agencies work together to meet the needs of families of deaf children with additional needs?
- ♦ How can we resolve tensions between different professionals that stop them working with families?
- ♦ Should we be looking at families' needs rather than discussing which service should provide ?

In the discussion groups I attended many familiar issues and arguments were raised.

Frequently and strongly expressed views included:

- ♦ Social services do not currently have the capacity and in many cases the training to support families of very young deaf children
- ♦ More work is needed in clarifying the respective roles of the various agencies in the early stages - is there overlap? Could the support be provided more effectively with better co-ordination?
- ♦ How can the work be more effectively co-ordinated while at the same time recognising the value of the individual specialist skills and training that the respective professionals bring to the work?
- ♦ The development of the role of the keyworker and of Family Services Plans is an important area of work to be pursued

- ♦ Teachers of the Deaf are often seen as the keyworker - important that a wider range of expectations on the teacher does not detract from their core role
- ♦ The work begun through the ESPP and the various tool kits is a starting point for many of the recommendations from the groups

Next steps

Feedback from the groups will be incorporated into the consultants' final report.

Recommendations/discussion/action points

Although there may be no direct outcomes/actions from this meeting, it is important that BATOD continues to be represented on such forums. BATOD also needs to consider how all this fits in with changes as a result of the forthcoming Children Act, development of Children's Trusts/Children's Centres and Children's Services.

At a teacher/service/LEA level it will also be important to:

- ♦ monitor impact of ESPP and any changes in role which may evolve as a result of this
- ♦ maintain involvement in any multi-agency discussions at local and national level
- ♦ feedback positive examples/concerns
- ♦ ensure specialisms are not lost.

ESPP parent's libraries

The ESPP Library now has two London bases:

- ♦ Oak Lodge School in Wandsworth in the South,
- ♦ Blanche Nevile School in Muswell Hill in the North.

Each library is open to parents of deaf children of all ages, and the professionals who work with them. Use of the library is free to parents. There is an annual charge of £10.00 per individual professional. Organisations can join for a fee of £50.00 a year. Find out what's in the libraries by logging on to: www.esppdeaflibrary.org.uk

Book boxes

Services or organisations who subscribe to the Library are able to borrow a 'Book Box' containing a selection of materials plus an additional twelve books to choose from in the library which would allow them to personalize their boxes to meet the needs of their parents/families.

Interwrite Schoolpad at Blue Skies launch

Russell Harpham, GTCO Calcomp Corporation

At the launch of the Blue Skies Project in September I demonstrated a new interactive solution that promotes total inclusion and increases the focus of the student to learn from the information in front of them - the Interwrite Schoolpad.

The Interwrite Schoolpad is a graphics tablet which comes with a stylus which is held like a pen. When you move the pen across the plastic surface of the tablet so the cursor moves across the screen of the computer . . . and if the computer has a data projector connected to it then the stylus will move the cursor across the board or screen. It can do exactly the same job as the mouse but instead of clicking the mouse buttons you can either tap the stylus on the plastic surface or you press the switch located on the side of the stylus. In this way the Schoolpad can replace the mouse and operate any application on your PC. This is particularly useful for anyone who doesn't get on well with a mouse or mouse pad.

The Schoolpad comes in two models: wired and wireless. The wired model has to be plugged into a PC and you are limited by the length of the wire. The wireless model is connected to the PC using a Bluetooth adaptor which allows the Schoolpad to be used anywhere in the room without any trailing wire. It is the wireless model which has the most potential for teachers of the deaf. Using it the teacher or student can control any application being used from wherever they are in the room. This is brilliant when you have the computer also connected to a data projector and the image is large enough for a student to control an application from their seat by using the stylus on the pad. This set up enables the pupils to interact with the computer screen eg moving a label to an image to show that they understand its function. It is particularly good for deaf pupils because the teacher does not have to stand in front of the board or screen and so there are no problems with shadows and bits of image on

the teacher's face which can make lip-reading difficult if not impossible.

However, the real strength of the Schoolpad is the software which comes with it. The Interwrite software is a set of tools and resources which sits on one side of the screen. It is just like the software which comes with an interactive whiteboard and you can either use the blank pages within the software to create learning materials or you can use the tools to write on top of any other piece of software which is running eg adding ideas to a story drafted in Word but leaving the original untouched. (see pics)



This software is very visual and 'tactile' in the sense that you can control it easily with the stylus, combining the familiarity and ease of a pen on paper with the flexibility of using text and images in a creative way to make learning more fun!

The workshops at the Blue Skies Launches allowed ToDs to see the potential of the pad for deaf learners and to have a go at using it themselves to control applications and create learning resources. The Schoolpad has great potential for deaf pupils who are either in small group sessions or are working 1:1. Peripatetic teachers can easily transport the Schoolpad and it can be used to great effect just with a laptop. It can be easily transported from room to room and even school to school providing every student the opportunity to access the benefits of interactive teaching.

Teachers who also teach physically disabled children and those with communication problems felt that the pad engaged them in specific tasks which fit into the child's learning pattern rather than the other way around. As the manufacturer of an interactive whiteboard solution I was amazed at the level of attainment gained from using the Interwrite Schoolpad as a low cost and highly flexible alternative. It proved to me that no longer can schools or manufacturers expect the Interactive Whiteboard be the answer for all teaching and learning environments.

For any further information about the use of this technology in education please feel free to contact the following people involved with seminar workshops using the Interwrite Schoolpad.

Greg Goodrum Ambra Solutions 01794 502273

www.ambra-solutions.co.uk

Russell Harpham GTCO Calcomp Corporation

Rharpham@gtccalcomp.com



A&ICT(C)	Audiology and ICT Committee	mm	millimetre
AAC	Augmentative and Alternative Communication	MP	Member of Parliament
ADHD	Attention Deficit Hyperactivity Disorder	MQ	Mandatory Qualification
ADPS	Achievements of Deaf Pupils in Scotland	MRC	Medical Research Council
AGM	Annual General Meeting	MSP	Member of the Scottish Parliament
ALD	Assistive Listening Device	MSSU	Multi Sensory Support Unit
ALS	Additional Learning Support	NAHT	National Association of Head Teachers
AOB	Any Other Business	NASEN	National Association for Special Educational Needs
APD	Auditory Processing Disorder	NATED	National Association for Tertiary Education with Deaf people
APIC	Auditory Processing Inventory for Children	NDCS	National Deaf Children's Society
AVSTTR	Association of Verbatim Speech To Text Reporters	NEC	National Executive Council (of BATOD)
BAEA	British Association of Educational Audiologists	NHSP	Newborn Hearing Screening Programme
BAHA	Bone Anchored Hearing Aid	NI	Northern Ireland
BATOD	British Association of Teachers of the Deaf	NIACE	National Institute of Adult Continuing Education
BETT	British Educational Technology for Teachers	NQT	Newly Qualified Teacher
BSA	British Society of Audiology	NVQ	National Vocational Qualification
BSL	British Sign Language	OAD	Oto Acoustic Disorder
CACDP	Council for the Advancement of Communication with Deaf People	OAE	Oto Acoustic Emissions
CAP	Communication Aids Project	p&p	postage & packing
CD ROM	Compact Disk Read Only Memory (also CD)	P&PC	Publications and Publicity (Committee)
CD	Compact Disk	PA	Public Address
co	company	PCS	Picture Communication Symbols
CSW	Communication Support Worker	PD(C)	Professional Development (Committee)
CTD	Certificated Teacher of the Deaf	pdf	portable document format (for Acrobat Reader)
CYPG	Children and Young People's Group	PhD	Philosophy Doctorate
DCCAP	Deaf Children's Communication Aids Provision	PSHE	Personal, Social and Health Education
DDA	Disability Discrimination Act	QCA	Qualifications and Curriculum Authority
DEI	Deafness and Education International	QTOD	Qualified Teacher of the Deaf
DEIs	Deaf Educational Instructors	RNID	Royal National Institute for Deaf people
DfES	Department for Education and Skills	RSDCD	Royal Schools for the Deaf and Communication Disorders
DJ	Disc Jockey	SDCS	Sheffield Deaf Children's Society
DoH	Department of Health	SE	South East
dpi	dots per inch	SEN	Special Educational Needs
EI(C)	Education Issues Committee (BATOD NEC)	SENCo	SEN Coordinator
EMA	Education Maintenance Allowance	SENSSA	SEN Support Services Association
EP	Educational Psychologist	SERSEN	South East Region Special Educational Needs Partnership
ERC	Education Research Council	SG	Steering Group
ESPP	Early Support Pilot Programme	SIG	Special Interest Group
FE	Further Education	SLI	Sign Language Interpreter
FENTO	FE National Training Organisation	SLT	Speech and Language Therapist
fm	frequency modulation	SOECIC	South of England Cochlear Implant Centre
GCSE	General Certificate of Secondary Education	SSE	Sign Supported English
GTC	General Teaching Council (England)	TCAN	Tax Credit Award Notice
HI	Hearing Impaired	tel	telephone
HMI	Her Majesty's Inspector	tif	Tagged Image Format
HOS	Head of Service	ToD	Teacher of the Deaf
HOSS(DC)	Heads of Schools and Services (for Deaf Children)	TSB	Trustees Savings Bank
HOSSHISE	Heads of Schools and Services for HI in the South East	TTA	Teacher Training Association
htm	hyper text markup language (html)	UK	United Kingdom
http	hyper text transfer protocol	UKCoD	UK Council of Deaf people
ICT	Information Communications Technology	USA	United States of America
IHR	Institute of Hearing Research	USB	Universal Serial Bus
ISBN	International Standard Book Numbering	v/f	voice/fax
ISL	Irish Sign Language	VAT	Value Added Tax
ISSN	International Standard Serial Number	VSO	Voluntary Service Overseas
IT	Information Technology	www	world wide web
KS	Key Stage		
LDA	learning....		
LDV	Light Duty Vehicle		
LEA	Local Education Authority		
LSA	Learning Support Assistant		
LSC	Learning Skills Council		
LSDA	Learning Skills Development Agency		
ltd	limited		
M&FC	Membership and Finance Committee		
MA	Master of Arts		
MatD	Music and the Deaf		
MCHAS	Modernisation of Children's Hearing Aid Services		
MHAS	Modernisation of Hearing Aid Services		

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

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Bring your course to the notice of all our readers via this page.

An advert on this page costs £33-£55 per entry, including an entry onto the Calendar. Copy must be available five weeks preceding publication. Space should be reserved as soon as possible.

Details to:
Mrs Ann Underwood, Magazine Editor
41 The Orchard, Leven, Beverley, HU17 5QA
♦/fax 01964 544243
email: advertising@BATOD.org.uk

ESPP Parents Libraries

What's in the Libraries?

- Assessment & monitoring
- Audiological management
- Child development
- Deaf issues
- Education
- Language & communication
- Other disabilities
- Supporting deaf babies

Opening times:

North London Library
Wednesdays by appointment
School holiday, evening and weekend opening times by arrangement
Contact: 0208 442 2754 sheila-smith@btconnect.com

South London Library
Monday to Friday
School holiday, evening and weekend opening times by arrangement
Contact: 020 8673 7564 whis@oaklodge.wandsworth.sch

Searching for a QToD?

Job vacancies can be advertised on the BATOD website at a cost of £150.00

Teaching Section - Situations Vacant
www.BATOD.org.uk

one of our most popular pages - especially on a Monday with hundreds of 'hits'!!!

email your Word file to advertising@BATOD.org.uk with instructions about invoicing and your advert should appear very soon afterwards AND REMAIN VISIBLE until after the deadline! If you put in an email contact this will be an active link so potential applicants can contact you directly. Embedded logos should be sent as additional .jpg or .gif files as well.

Value for money advertising

BATOD South Region
Preschool Special Interest Group
Support for 'Early Support'

Friday 26 November 2004
9.30am to 3.00pm
Runnymede Centre, Chertsey, Surrey
Attendance
including tea/coffee and a buffet lunch for only
£30 (members),
£35 (non-members)
£20 (LSAs)

Sheila Smith
EHIS, Burlington Road, Muswell Hill
London N10 1NJ

**BATOD Conference
and AGM**

12 March 2005
Birmingham area

Reasonable Adjustments
watch the website for further details



The new Courses brochure is now available from The Ear Foundation. If you are not on their mailing list and would like a copy, please email peter@earfoundation.org.uk or telephone 0115 942 1985

Q.

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This and that...

Stories in the Air and Dunedin Multimedia will soon begin testing their new **BSL Numeracy software** in schools. The software consists of ten numeracy games presented by the 'virtual' children who appeared in the BSL Dictionary. A CD-ROM and website will be published in 2005. The CD-ROM will be distributed to schools in the UK that use BSL as a language of instruction. To reserve your free copy, please email contact@learnbsl.org. The project is funded by grants from the Equitable Charitable Trust, the Gannochy Trust and the Lloyds TSB Foundation for Scotland.

Early Support Monitoring protocol can be ordered from the website (free):
<http://www.espp.org.uk/pilot2/materials/monitoring/index.html>

RSDCD is toasting its first 'graduate' in a nationwide educational and skills programme. William (BJ) Beggs, one of the Post-19 students at the Royal School for the Deaf and Communication Disorders, is the first person at the school to have completed the **Mencap Gateway Bronze Award** after 10 months of study and training on the programme.

BJ earned his Bronze Award by taking part in a range of different projects that included promoting a recycling scheme at the school and helping to develop an environmental scheme at the school to attract more wildlife to its 30-acre site.

The awards are similar to the Duke of Edinburgh Awards Scheme and are run in the same way but cater for people with learning difficulties. The scheme has Bronze, Silver and Gold awards and each of the awards has five sections. Students must develop a personal interest or hobby, give time to provide a service to and help others, take part in an adventure challenge, develop skills in some form of physical recreation and work towards developing an independent lifestyle.

RNID and The Carphone Warehouse have also worked together to produce a leaflet designed to help deaf and hard of hearing people choose the most suitable product. These will be available at the open evenings, and in all Carphone Warehouse stores from the end of September.

Top features that deaf customers need to look out for on phones include making sure that it has a vibrating alert or clear ringtone for those who have

difficulty hearing when their phone is ringing. People who find it hard to hear in noisy environments may find texting useful, so a coloured screen to make messages easy to read, and predictive texting for speed are two important features. Others include making sure that the speech is clear on the phone itself, or on a handsfree speaker, so as not to cause interference with hearing aids. This can vary between different models and the hearing loss of each individual user.

British Museum has just begun to send out an **ebulletin for deaf visitors**. This provides details about a wide range of events organised for deaf visitors over the next couple of months. Contact Naomi Cigman, Temporary Access Officer education@thebritishmuseum.ac.uk (please write ebulletin in the subject heading) fax 020 7323 8855 tel 020 7323 8506 for more information about receiving this bulletin

There is special exhibition 'Mummy: the inside story' a unique exhibition and virtual reality film that allows the visitor to unlock the secrets of a 3,000 year old mummy, Nesperennub, a priest from the temple of Khons. There will be monthly BSL interpreted showings of the film and two schools sessions will be BSL interpreted (these include a short session with a facilitator). The schools' sessions are on 22 November and 18 January 2005 at 11.15. For more information about these sessions for which there is a charge, contact the Access Officer. A script of the narration is available, from mid October, from the Box Office or from the museum website www.thebritishmuseum.ac.uk/education/access.html. To find out more have a look at: Museum website www.thebritishmuseum.ac.uk

General Access page

www.thebritishmuseum.ac.uk/visit/access

Education Access page

www.thebritishmuseum.ac.uk/education/access

Education www.thebritishmuseum.ac.uk/education

Events www.thebritishmuseum.ac.uk/whatson

For information about events in museums and galleries around London for deaf visitors visit www.magicdeaf.org.uk

BioAcoustics Limited has announced the launch of the new and long awaited Sennheiser Mikroport 2015 personal FM system. The latest Mikroport comes complete with a soft transport/carry case which will hold the entire system, including the charger and batteries. There is also the addition of a personal case for use at school or when travelling. The Mikroport 2015 incorporates new battery technology with quick-charging facility. The improved radio frequency management system

transmits a modern professional broadband full frequency range of 80 - 16,000 Hz, ensuring that the listener has access to optimum speech quality and intelligibility at all times and innovative design with multi-colour panels for personalisation. For more details Tel: 01582 431000 Fax: 01582 488227 Text: 01582 481411 education.solutions@BioAcoustics.com



Unsung heroes from the deaf community have been short-listed for a national **STAR Award**, the new scheme which recognises the achievements of those working in the Learning and Skills sector.

Angela Spencer, a deaf Curriculum Deliverer from Tameside Council Learning in Ashton-under-Lyme, has been short-listed for the Adult and Community Learning Tutor of the Year prize category sponsored by NIACE and the Award for Outstanding



Sister Marika Rebicsek and Trixie

Achievement sponsored by LSDA. Angela has overcome her own hearing impairment to teach ICT to deaf students.

Sister Marika, a deaf Communication Support Worker at Redbridge College in Romford, teaches deaf students and trains communication support workers. She has been short-listed for Further Education Tutor of the Year sponsored by

FENTO. In addition, seven other unsung heroes have been short-listed for the SKILL Award for Staff Supporting Students with Learning Difficulties and/or Disabilities sponsored by Sight & Sound. They were selected from over 1,600 nominations made and have been invited to attend the star-studded Awards Ceremony in London on 12 October 2004 hosted by BBC Breakfast presenter, Dermot Murnaghan.

The STAR Awards were launched in November 2003 by Charles Clarke, the Secretary of State for Education and Skills and are endorsed by Stephen Fry, Alan Titchmarsh, Kim Wilde and Tanni Grey-Thompson. Nominations were received from learners, colleagues and managers who were all impressed by individuals working in learning providers as varied as adult education institutions, sixth-form colleges, community providers and UK online centres.

This year Phonak have again organized 'Hear the Cheer' to help develop confidence and reduce the marginalization of deaf children.

Inclusive sporting initiatives, that are set up to help combat problems associated with everyday interaction and activities, are of great importance in helping deaf children. In particular they are known to greatly improve children's confidence, communication and interaction skills.

'Hear the Cheer' encourages deaf children aged between five and sixteen, as well as their siblings, to give football a go in a unique way with training from football coaches who have taken time out to learn sign language specifically for this event. Activities at the 'Hear the Cheer' roadshow, sponsored by Sports Match, include speed and agility tests, penalty shootouts and coaching sessions, as well as information areas for parents providing details on the latest hearing products and services.

'Hear the Cheer' has become an award winning scheme, receiving the Government backed Sports Match Special Award for 'Best Disability Sport Project in England'. 'Hear the Cheer' also scooped the prestigious sport industry award 'Best Sport in the Community Project UK'.

Any groups or organisations who would like to take part in future events or for more information about 'Hear the Cheer' and forthcoming events or Phonak UK visit www.phonak.co.uk or contact Victoria Adshead at Phonak UK on 01925 623 600.

Teachers and youth workers are being urged to help cut road deaths by attending one or more free one-day courses on vital road safety topics run by the 'FedEx-Brake Road Safety Academy' - a new initiative launched today by Brake, the national road safety charity, and leading express delivery company FedEx.1

Volunteers who attend a course will be taught how to deliver a 45 minute presentation to children and parents in their local community. Course modules include: teaching key road safety skills to children; teaching young drivers to be safe behind the wheel; educating parents on the use of child seats and seat-belts; working with local authorities to improve road safety through engineering; working with local media to improve road safety through public awareness. Volunteers will be given free resources to help them to do this including leaflets and a PowerPoint presentation. Brake will liaise with 'graduates' to check they are sharing their knowledge with the wider community by giving presentations to youth and community groups, schools and colleges.

BATOD and NASEN meeting

Paul Simpson

Present: Chris Darlington (NASEN) David Hartley, Paul Simpson, Carole Torrance (first part of the meeting), Alison Weaver (BATOD), Ted Moore (BATOD)

Apologies: Bev McCracken (BATOD); Jean Salt (senior Vice-President, NASEN); Lorraine Peterson, Chief Executive, NASEN)

Action is identified in italics. We started by discussing the notes of the last meeting. Points which emerged included:

NASEN's Membership fluctuates between 9500 and 11000 - some are individuals (annual subscription £45) and some are schools; NASEN is considering closer working with LEAs particularly in supporting them in self-evaluation. They have around 250 fairly active members.

Delegation continues to be a concern - issues include funding, professional isolation of staff, monitoring and evaluating of provision - how do LEAs monitor and what do they monitor? They need to be given the questions to ask (as do Ofsted); BATOD's concern is also protecting the knowledge base of Teachers of the Deaf.

Working together: NATED and BATOD have common messages and should be working together; this would be mutually beneficial; this meeting should lead to such closer cooperation.

Low incidence SEN: NASEN is happy to support the low incidence field in its meetings with officials and welcomes cooperation with BATOD on this; Gareth Howard has replaced Ann Gross at the DfES and Baroness Ashton has also been reshuffled.

The introduction of **inclusion ratings** for schools in relation to performance tables and SEN is an important development.

GTC: NASEN welcomed the appointment of Barry Carpenter to the GTC and would welcome the opportunity to meet with him along with BATOD (and SENSSA). *Chris felt that it was important for BATOD to continue to push for a meeting with Mark Hoban, Conservative spokesman on SEN, as NASEN had had useful discussions with him*

Mandatory Qualification and training: BATOD stressed that the reaffirmation of the MQ was positive although it still doesn't formally extend to

peripatetic teachers; we discussed concerns about the future of training ToDs including the age profile of the trainers; *NASEN requested a copy of the document to be submitted by the special working group to DfES on the future of training; happy to support BATOD with joint approach if necessary.*

Removing Barriers to Achievement: Ofsted is concerned about the value for the money spent on inclusion in mainstream schools (over £5 billion); Eileen Visser, HMI, is strengthening the SEN side of Ofsted - again it is important that they are asking the right questions.

Every Child Matters: We discussed newborn hearing screening, the ESPP materials and 'Together from the Start' pointing out that ToDs have long worked with children younger than 2 - from the point of diagnosis. We discussed the suggestion that the ESPP audit tool might be used as an inspection tool by Ofsted for all types of SEN. The development of Early Years SENCOs was welcomed.

Secondary education: NASEN has reservations about the implications of the Tomlinson report on 14-19 and Key Stage 3 in general. It seems that children with SEN are making very little progress in general at this phase. However, the recent KS3 English strategy document is excellent; we agreed that the idea of choice for parents under current political discussion once again leaves out the interests of children with SEN.

Special schools: We noted the reduction in numbers of special schools for the deaf to 27 UK now; schools for the deaf are becoming different; the DfES special schools report described outreach which seemed set up to fail - it needs to be partnership rather than one-way transmission of support; funding needs to be addressed including for out-county placement: at the moment it comes out of LEAs' Schools budget. Outreach also has implications such as cover which need to be addressed. Placements need to be needs-led - not budget-led.

Developments in BATOD and NATED: Discussed DCCAP and Blue Skies; current succession planning; concern about maintaining professional knowledge base of ToDs. NASEN has recruitment difficulty at executive level as does BATOD. NASEN feels that people need recognition and acknowledgement of their contribution. We

discussed the survey and its future. NASEN spoke of its involvement with Surestart, QCA - developing exemplars around P Scales - a DVD is being made showing the national perspective; TTA - supporting initial trainer providers by developing SEN websites and providing mentors for each subject area. BATOD felt that teachers in training need to have information about the existence and role of specialist services. NASEN is also involved in the revision of the TTA standards. They would welcome our input where the education of deaf children is concerned. Chris suggested we contact TTA about Advanced Skills Teachers; NASEN is working with David Fulton as the publisher of its books (about 10 a year). This will be launched at the London SEN show.

We agreed that BATOD and NASEN should meet and cooperate more frequently and will have another meeting at the next Steering Group in November especially to decide how we will do this.

We finally discussed how we can demonstrate progression in children with SEN - most deaf children without additional difficulties have 'intact potential' meaning that they should be achieving at age appropriate levels for their ability. *NASEN arranges seminars on SEN and would welcome the involvement of a speaker - with a good title - from our field. We will look into this.*

Any Other Business: Richard Rose is the overall editor of NASEN's magazines/journals with three paid editors working on the individual publications; Blackwells publish and distribute them. *Chris will send Paul contact details so that discussions can take place with our Magazine Editor.*

Chris will send NASEN's Articles and memorandum documents for BATOD's interest - particularly following the Charity Commission's rejection of BATOD's request for charitable status.

A forthcoming one day event

Deafness and Literacy

Thursday 23 June 2005,
10-4pm

At: Oxford Brookes University
Headington Campus
Gipsy Lane
Oxford, OX3 0BP
Tel: 01865 483958

email: sgardner@brookes.ac.uk



'developed thanks to the financial support of the Nuffield Foundation'



Plenary sessions and seminars

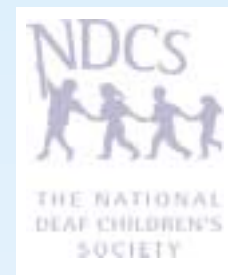
Confirmed speakers

- ◆ Prof Jesus Alegria, University Libre de Bruxelles
- ◆ Prof Margaret Harris, Royal Holloway, University of London
- ◆ Prof Marc Marschark, National Technical Institute of the Deaf, Rochester/Institute of Technology/University of Aberdeen
- ◆ Prof Terezinha Nunes, Oxford Brookes University
- ◆ Prof Jacqueline Leybaert, University Libre de Bruxelles
- ◆ Dr Diana Burman, Oxford Brookes University
- ◆ Dr Ursula Pretzlik, Oxford Brookes University
- ◆ Dr Ruth Swanwick, University of Leeds
- ◆ Dr Linda Watson, University of Birmingham

Themes

- ◆ Are deaf students' reading challenges really about reading?
- ◆ Deaf children's use of phonemes in reading
- ◆ The importance of morphemes and grammar
- ◆ Oral, sign, and bilingual education: issues for learning written English
- ◆ Assessing deaf children's writing: outside National Curriculum levels
- ◆ Deaf adult's reflection on their literacy acquisition
- ◆ Deaf children's self perception as readers

Introducing the children's FM working group



Aims and Objectives of the group

The FM working group was constituted in February 2004, with the aim of improving mutual sharing of information; promoting joint working and good practice and encouraging developments in the field of FM technology for children and young people. A key objective was to consider what actions could be taken to support teachers, audiologists and others working in the field.

The group comprises representatives of FM manufacturers, the Modernising Children's Hearing Aid Services Team, national organisations and practitioners in education and cochlear implant services. Key individuals are also invited to be involved in specific discussions. The group is facilitated by The National Deaf Children's Society (NDCS) and has met on two occasions to date, with the next meeting scheduled for November 2004.

Context

A coincidence of developments prompted the establishment of the group. These included:

- ◆ The introduction of DSP hearing aids through the Modernising Hearing Aid Services Project, and the subsequent need for ongoing support and advice around practical issues and applications.
- ◆ Discussions and proposals around FM provision through the Children and Young People's Group (CYPG).
- ◆ Recent technical developments in FM products, particularly miniaturisation, integration and automatic frequency selection.
- ◆ A perceived need for agreed national procedures for verifying and evaluating FM systems and for guidance on specific issues of compatibility between different FM systems, hearing aids and cochlear implants.
- ◆ A renewed focus on classroom listening conditions and acoustics through the introduction of DfES BB93. The increasing use of soundfield systems in schools and the importance of achieving "overall integration of modern FM and ALD (assistive listening devices) into audiological practice."
- ◆ Acknowledgement of the significant changes that have taken place in teaching styles and classroom scenarios and how this effects the design and use of FM equipment.

Key Issues

Through discussions and presentations, the group has identified the following key issues:

Introducing the Children's FM Working Group issues

Uneven provision of FM systems across the UK Action to date:

- ◆ **Introducing the Children's FM Working Group**
The NDCS has carried out a brief survey of deaf education services, regarding their policies for candidacy for provision. The results highlighted the absence of written policies in the vast majority of services, provision being determined on a case-by-case basis in most situations. A wide range of criteria is in use and provision is often determined by funding constraints.
- ◆ The group has considered that there is a significant population of children who may benefit from the use of FM systems, but who currently fall outside the remit of many education services for deaf children, for example children with minimal, unilateral or fluctuating hearing loss or children with auditory processing disorders.
- ◆ The group reviewed the CYPG proposal for a national policy on provision, funding and candidacy for FM systems. Subsequently, the group considered and agreed specific recommendations, including the following statement:

"Any child who can benefit from the advantages offered by the FM transmitted signal over distance and in noise, should be offered the opportunity to have and use an FM system."

Proposed outcomes

- ◆ The group will actively engage with key decision-makers around proposed plans for a national purchasing agreement for FM systems.

Compatibility of system and components

Action to date:

- ◆ The group received a presentation from Elizabeth Wood of SOECIC on the current approaches to fitting FM for cochlear implant users. Issues and areas for further discussion were highlighted, in particular the lack of agreed fitting guidelines.

- ◆ Preliminary discussions identified significant concerns around the use of soundfield systems in combination with personal FM systems.
- ◆ The group identified a concern over the differences between transmitter microphones and over the implications of the use of a variety of transmitter/receiver/microphone combinations in a single school setting.

Proposed Outcomes

- ◆ The group will work to produce good practice guidelines.

Variable approaches to verification and evaluation

Action to date:

- ◆ The group has shared concerns about the fact that FM systems are widely considered in isolation, rather than as part of the child's complete amplification system.
- ◆ The group has reviewed the current approaches for verifying the interface of FM systems with cochlear implants.

Proposed Outcomes

- ◆ The group will liaise with key contacts in the USA and with Cochlear Europe about procedures for verifying FM systems with cochlear implants and will produce an information update. The group will support efforts to produce nationally agreed procedures.
- ◆ The group will explore recommended FM verification and evaluation procedures.

Lack of awareness of the benefits and importance of FM outside specialist services

Action to date:

- ◆ The group agreed that there was a need for ready access to a range of materials promoting the awareness of the rationale and benefits of FM technology. A poster campaign was proposed and an example considered.

Proposed outcomes:

- ◆ The group will support the development of posters, videos and other materials and will signpost the sources.

For further information, or to suggest issues for further consideration by the group, please visit:

www.ndcs.org.uk/FMservices

or email: richard@ndcs.org.uk

Struck by the ioPen in the last issue?

It is possible to have the pen on approval for 14 days from TAG learning.

Call 01474 357350 to make the arrangements and quote SANORTH05

Deafness and Education International Special Issue - Inclusion

This will be published in Feb 2006 (DEI Issue 8/1) and will focus on studies and reports of parameters of inclusion for deaf and hard of hearing students. These include educational as well as social and cultural perspectives. Studies of a cross-cultural or cross-national basis are also encouraged as are those which examine the various definitions, policies and practices and future consequences associated with forms of inclusion of deaf students.

This Special Edition will be edited by Merv Hyde and Des Power of the Centre for Applied Studies in Deafness at Griffith University, Australia.

Articles will be reviewed in a refereed manner, according to the policy of the journal. Please see the publisher's website (www.whurr.co.uk) for guidelines for contributors. For this particular issue, however, submissions should be made directly to the two editors. The final date for submission is 01 September 2005.

If you have any enquiries about the planned scope for this issue, you should contact either Merv Hyde (m.hyde@griffith.edu.au) or Des Power (d.power@griffith.edu.au).

Can you help?

Are you a part-time or retired Teacher of the Deaf who might be able to offer some time as a supply Teacher of the Deaf or to work with an individual deaf child?

BATOD is often approached for the details of teachers who might be able to cover maternity leave or illness, work in an independent school or college or help a deaf child with some extra tuition. We have a brief list of names and contact details of teachers who have indicated their availability through the BATOD survey but we would like to expand this list.

If you would like to be added to this list please let me know providing your name, address, preferred age group and communication approach, a contact telephone number and/or email address and any other relevant information.

If you wish to discuss this further please do not hesitate to contact me.

Paul Simpson, Secretary

secretary@batod.org.uk

01494 464190



Membership subscription rates 2004 - 2005

	due 1 August 2004		
	Annual	Quarterly	Cheque
	Direct Debit	Direct Debit	
Full members in employment	£ 55.00	£ 14.50	£ 60.00
Associate members in employment	£ 55.00	£ 14.50	£ 60.00
Full members taking a career break	£ 27.50	£ 7.25	£ 30.00
Associate members - unwaged	£ 27.50	£ 7.25	£ 30.00
Retired members	£ 27.50	£ 7.25	£ 30.00

This subscription can be claimed against income tax: for those who pay tax at 40% this means a saving of approximately £20.00 pa and for those members in the lower band a saving of some £10.00. You do not normally need a receipt for this; just put it on your income tax form. A list of previous subscription details can be found on the BATOD website: follow BATOD/BATOD membership/back-subscriptions information.

For those retired members who no longer wish to receive the Journal there is a concession to pay a reduced subscription. This concession also applies to associate members who are employed as Teaching Assistants or in similar roles who do not wish to receive the Journal.

Retired members who reach the age of 80 are entitled to free membership of the Association. Members who reach this milestone are invited to contact the Treasurer.

Full and associate members who are entitled to a reduced subscription should notify the National Treasurer of their circumstances by 30 June for the following year's membership, to enable the necessary paperwork to be completed.

Anyone with a change in circumstances (eg changing to retired status) should inform the National Treasurer as soon as they are able. Cheque payers will be sent a reminder about payment in June. Direct Debits will be altered automatically for payments in August and beyond.

Members are reminded that membership of the Association is only open to individuals. There is no category for Service or School membership. We are aware that some members have their subscription paid for them and that some have their mailing to their work address. Only the named individual is the member and no other person at that address can claim any benefits of membership.

Any enquiries should be made to:

*email: Treasurer@BATOD.org.uk
 BATOD Treasurer
 64 Brunswick Street
 Sheffield
 S10 2FL*

All members are reminded that the Treasurer MUST be notified of any change of address to ensure that Magazines and Journals reach them.

Name _____ **changed to:** _____

Address _____ **changed to:** _____

Post code _____ **Post code:** _____

Telephone: _____

email: _____

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
2004			
November			
2	UKCoD	AGM and conference	London
2	Ear Foundation	Trouble-shooting cochlear implants - day-to-day management including FM systems	Ear Foundation, Nottingham
5	BATOD South	Audiology again! Speaker + workshops	Runnymede Centre, Chertsey
6	BATOD Scotland	The Emotional Curriculum & Positive Behaviour	Tynecastle Centre Edinburgh
6	Ear Foundation	Parent Interaction Programme - Ready Steady Go	Ear Foundation, Nottingham
6	NDCS	Parenting a deaf child	Bristol
8	Ear Foundation	Audiological management of children with implants in the classroom - a new course for Educational Audiologists	Ear Foundation, Nottingham
9	Ear Foundation	Practical ideas for developing spoken language: the role of the LSA: course two	Ear Foundation, Nottingham
12	Ear Foundation	Dealing with device failures	Ear Foundation, Nottingham
13	Ear Foundation	PIP to infinity	Ear Foundation, Nottingham
13	Ear Foundation	Information Day	Ear Foundation, Nottingham
17 - 19	HOSSDC	Working together	NCSL, Nottingham
19 - 20	BATOD	Steering Group meeting	Birmingham
20	NDCS	Family information day	Southampton
26	BATOD South Preschool SIG	Support for 'Early Support'	Runnymede Centre, Chertsey
27	NDCS	Family Information day	Swindon
27	NDCS	Information day on audiology	Perth, Scotland
December			
1	Healthy Deaf Minds	Topic 'Cancer', starting at 6.30. Entry fee is £4.00	Friends Meeting House, Euston
4	BATOD NEC	Association Business	Birmingham
6	Ear Foundation	Overview of Nottingham Early Assessment Package (NEAP)	Ear Foundation, Nottingham
2005			
January	12-15	EMAP Educational et al	BETT 2005
	19	SOECIC	Cochlear implant workshop - places limited
	20	Seabrook Audiology	BSA Certificate in Otoscopy & Impression Taking
	31 - 2 Feb	Seabrook Audiology	BSA Certificate in Basic Audiometry and Tympanometry
March			
	2	Seabrook Audiology	BSA Certificate in Otoscopy & Impression Taking
	8	DCCAP	Communication Books and how to make them
	12	BATOD	Conference - Reasonable Adjustments and AGM
	13	BATOD	NEC Association Business
April			
	11	SOECIC	Cochlear Implant workshop
	18	Seabrook Audiology	CPD course on the Hearing Aid Council Code of Practice
May	10	Seabrook Audiology	CPD course on Masking in Audiometry
June	11	BATOD	NEC Association Business – meeting the Regions & Nations
July	17 - 20	ICED 20th	International Congress on the Education of the Deaf
August	1 - 4	ISEC	ISEC 2005 International Special Education Conference
September	24	BATOD NEC	Association Business
December	3	BATOD NEC	Association Business

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

If you know about, or are organising, an event that you think other Teachers of the Deaf may be interested in please email the details that can be added to the calendar to magazine@BATOD.org.uk (date, organiser, title, venue) Remember to decode the acronym so we know who is the organiser! We will try and keep the new-look BATOD website calendar up to date.

Officers of nations and regions

BATOD contacts and Magazine Distribution

Northern Ireland

Chairperson: Antonette Burns, 39 Wynchurch Ave, Belfast BT6 0JP
Secretary: Wendy Martin, 15 Ballyholme Esplanade, Bangor BT20 5LZ
Treasurer: Paula McCaughey, 23 Manse Park, Belfast BT8 8RX

Scotland

Chairperson: Fiona Mackenzie, 112 Deas Aveneue, Dingwall, Rosshire IV15 9RJ
Secretary: Margaret Highet, 26 Sinclair Drive, Largs, Ayrshire KA30 9BL
Treasurer: Ann Dykes, 4 Grieve Croft, Silverwood, Bothwell, Glasgow G71 8LU

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Secretary: Marian Williams, 'Ty'r Grofften', 19 Pen y Graig, Alltwen, Pontardwe SA8 3BS
Treasurer: Norma Moses, 28 Pen y Groes, Groesfaen, Pont y Clun, Mid Glamorgan CF7 8PA

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Secretary: Janet Guest, The Glebe Centre, Glebe Street, Wellington, Telford TF1 1JP
Treasurer: Robert Miller, 13 Derby Close, The Meadows, Broughton Astley, Leics LE9 6BE

North

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Secretary: post vacant
Treasurer: Laverne Smare, 6 Dentdale, Daleside, Mount Pleasant, Houghton-le-Spring DH4 7QQ

South

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Secretary: Sheila Smith, 26 Lyndhurst Gardens, Finchley, London N3 1TB
Treasurer: Cindy Paulding, Primary Hearing Centre, Kingsley Primary School, Chapman Road, Croydon CR0 3NX

South West

Chairperson: John Shaw, School House, Weirfield Road, Exeter, Devon EX2 4DN
Secretary: Lorna Warden, 57 Sunrising Estate, East Looe, Cornwall PL13 1ND
Treasurer: post vacant

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

Mrs Ann Underwood
BATOD Magazine Editor
41 The Orchard
Leven, Beverley
East Yorkshire
HU17 5QA

tel/fax 01964 544243
email magazine@BATOD.org.uk

Submissions to the Journal 'Deafness and Education International' should be sent to:

Dr Clare Gallaway
c/o Whurr Publisher Ltd
19a Compton Terrace
London
N1 2UN

email DEeditor@BATOD.org.uk

Association information, general queries and all matters not connected with the Magazine or the Journal should be addressed to:

BATOD Secretary
Mr Paul Simpson
175 Dashwood Avenue
High Wycombe
Buckinghamshire
HP12 3DB

tel/fax 01494 464190
email secretary@BATOD.org.uk

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