

The British Association of Teachers of the Deaf



MAGAZINE

November 1999

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AGM AGENDA

ANNUAL REPORT

STRB SUBMISSION

THE BATOD SURVEY

QUALITY STANDARDS

VOLCANOES & COCOA (PAPUA NEW GUINEA)

SIGNED ENGLISH

SOCIAL NEEDS OF HARD OF HEARING PUPILS

SUPPORT STRATEGIES IN

SLOVAKIA

NEWS & INFORMATION

AUDIOLOGY REFRESHER 10

ICT NEWSPAGE

COMMITTEES WORKING FOR YOU

COURSES AND MEETINGS

REGION NEWS

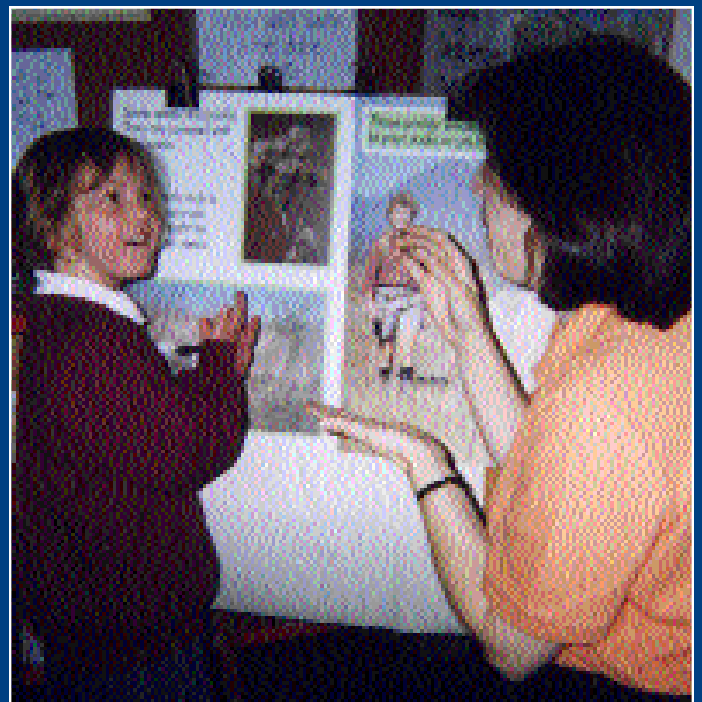
REVIEWS

ICT COURSES

VIDEO TELEPHONES

CALENDAR

£ 3.00



From your editor....

Urgently seeking information about Numeracy lessons, Teachers of the Deaf involved in the regionalisation projects, recommended resources, and as much about developments with Literacy Hour work as possible the editor's job seems never ending! If you have any information which will add to the collection for up and coming editions of the Magazine please get in touch with me as you read this!

The store of eye-catching photographs for the cover of the Magazine is dwindling so if you have something in your photograph album or on a wall display why not send it in? The youngsters who have featured on the cover have all felt very proud, especially when their own personal copy of the Magazine arrives to show to the family!

Have you been to visit our web site yet? You can get a preview of the next Magazine as it is sent to the printers by visiting the Magazine page. A list of articles and items with a brief synopsis is available. It will also act as a resource when you are trying to find which Magazine something appeared in.... if you use the site's search engine.

This is the last Magazine before the new Millennium... looking back over the issues since I began editing the Magazine changes are very apparent. But nothing ever stands still. Along what lines should the Magazine move in the 21st Century, what would you like to see included in its pages? Do let me know.

www.batod.org.uk

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

magazine@batod.org.uk

Ann
Magazine editor

Phoning 01964 544243
BATOD Magazine, Publications & Advertising?

....PLEASE SPEAK

(don't sigh and hang up!)

if no-one makes it to the phone to respond

LEAVE A MESSAGE

or send a fax

or even E-Mail

magazine@batod.org.uk

Visit our web pages <http://www.batod.org.uk>

General queries to
BATOD Hon.Sec Paul A. Simpson should
be e-mailed to: secretary@batod.org.uk

Front Cover

Sarah, who has a visual impairment as well as being hearing-impaired, really enjoys getting up close to the big book.

Contents

Articles and Reports:

Data collection issues	12
BATOD Survey	13
NDCS setting a Gold Standard	14
STRB submission summary	16
Support strategies in Slovakia	18
Volcanoes and Cocoa	20
Social needs of Hard of Hearing pupils	22
Noticeboard	25
More questions than answers	26
KPMG and special school groupings	27
Literacy+Numeracy=Lunacy?	28
Education Action Zones (EAZ)	30
Deaf Teachers of the Deaf	30
ICT Newspage	32
Classroom Resource Reviews	34
Letters	37
Audiology refresher no 10	39
Communication 2000	41
Help! resources urgently needed	41
The Voice	42
ICT Courses	42
Working Party on Signed English	44
Implant Teachers' SIG	45

Association Business:

Notice of Meeting and AGM Agenda	1
Unconfirmed minutes AGM 21 Nov 1998	2
Annual report 1999	4
What went on at NEC on 2 October	46
Minutes of NEC Meeting 19 June 1999	centre pages
NEC Committees working for you	45
New Subscription Rates	47

Calendar

48

The Annual General Meeting
of the
British Association of Teachers of the Deaf
will take place on
Saturday 20 November 1999
at the Renold Building, University of Manchester
Institute of Science and Technology

commencing at 10.45 am
(Registration and coffee from 10.00am)

Annual General Meeting
AGENDA

1. Apologies for absence
2. Minutes of the Annual General Meeting held on 21 November 1998 at Hamilton House in London
3. Matters arising from the minutes
4. Members comments and questions
5. Presidential Address
6. Annual Report published in the Association Magazine November 1999
7. Statement of Accounts
8. Election results: Officers and NEC Members
9. Date and place of next meeting
10. Presidential Hand-over
11. Inaugural Presidential Address: Mrs Susan Archbold

The unconfirmed minutes of the 1998 meeting were published in the Magazine of March 1999 and in this edition. Please bring this Magazine containing the Annual Report 1999 and Agenda to the Meeting.

UNCONFIRMED MINUTES OF THE ANNUAL GENERAL MEETING OF THE BRITISH ASSOCIATION OF TEACHERS OF THE DEAF HELD IN LONDON ON 21 November 1998

- 1 **Apologies for absence:** Claire Turner, Leighton Reed
- 2 **Minutes of the Annual General Meeting & General Meeting of 22 November 1997.** The Minutes of the General Meeting were amended as follows:
 - 6.1 *'Regarding opening up professional associations to consumers, Miranda Pickersgill drew attention to the difficulties encountered when the National Council of Social Workers with Deaf people became an alliance of Deaf Service Users & Providers, thus opening up membership to users. She asked BATOD, however, to consider moving towards becoming an association for all professionals involved in deaf education, including Communication Support Workers and Deaf Workers.'*
- 3 **Matters arising from the Minutes:** there were no matters arising.
- 4 **Members comments & questions:** there were no comments or questions.
- 5 **Constitution**
 - 5.1 The proposed changes to the Constitution, published in the Association Magazine, September 98, were briefly explained. The proposal to abolish the category of Associate Membership would still allow those not in employment or training to join the Association at a considerably reduced fee; whilst those who are salaried, in allied professions, would have the opportunity to join at the same rate as ToDs.
 - 5.2 The Association is to be charged for the publication of the Journal as a consequence of its placement with a publisher. A separate proposal was put that retired members be required to purchase the Journal should they wish to receive it.
 - 5.3 Other proposed changes to the Constitution, which consisted of the tidying-up of punctuation and the name change of the Audiology & Educational Technology Committee to the Audiology & Information Communication Technology Committee, were not discussed.
 - 5.4 The Treasurer proposed that the published changes to the Constitution should be accepted and become effective forthwith. The proposal was seconded by Elizabeth Andrews and passed nem.con.
- 6 **Presidential address**
 - 6.1 The President, Peter Annear reminded delegates that October 1998 had been the 21st anniversary of the formation of BATOD. He proceeded by highlighting the main issues from the Annual Report (published in the Association Magazine, November 8) which reflected the work of the Association during 1997/8, and which stemmed from the identification in his inaugural address of three main areas for action: the need for adaptability; issues concerning Initial Teacher Education (ITE) & Continuing Professional Development (CPD); and peer support.
 - 6.2 The President referred to genericism and inclusion. In addressing these issues BATOD has increasingly engaged in collaborative ventures instead of pursuing a more traditional stand-alone approach. Collaboration with the RNID and NDCS has resulted in the Association having a more powerful voice in an increasing number of fora. There has also been a show of interest in collaboration by a number of conference exhibitors. The President referred to the prompt and decisive responses to two DfEE consultation documents the 'Green Paper on SEN Provision' and the subsequent document 'Fair Funding for Schools', the action over the latter having had a marked degree of success in that it significantly influenced the Government's decision not to proceed with proposals for the delegation of Units to schools.
- 6.3 The Teacher Training Agency (TTA) is in the process of formulating a framework for the training of SEN teachers. The Officers of BATOD are currently analysing the recent consultation document 'National Standards for SEN Teachers' and are to meet during the course of the conference to frame a formal response. In addition, the Association is continuing to explore the accreditation of the variety of courses it organises at Regional and national levels.
- 6.4 BATOD has initiated a number of meetings with the TTA, in collaboration with NDCS and the RNID, at which preliminary discussions took place about developing a formal validating and re-accrediting role for BATOD with regard to ToD training courses.
- 6.5 Recognition of the achievements of outstanding student ToDs is given through the awarding of the Eichholz Memorial Prize. The President announced his pleasure in awarding the prize to Tonia Harris (Oxford Brookes course) and Debbie Warren (Swansea course) neither of whom were able to attend the AGM to receive her award. During the course of the AGM the birth of Tonia Harris' baby boy was announced, giving delegates the opportunity to offer congratulations to the family.
- 6.6 From the area of peer support, the President selected a number of examples for comment; firstly its clear and effective demonstration as witnessed on his visits to the Regions and he paid tribute to the work of the Regions which drives BATOD forwards; and secondly the activity of members of NEC and those who represent BATOD on committees, working groups and with other organisations. All members, particularly those in management positions, were asked to consider standing for election to NEC in 1999.
- 6.7 The President expressed his appreciation of peer support from individual colleagues on NEC, Regional committees, other members of BATOD, the Officers and the Consultant to the Association. He thanked BioAcoustics for the provision of the soundfield system; and PC Werth for the conference packs. He concluded by expressing gratitude to the conference organisers (the Professional Development Committee) who had so smoothly and successfully overcome a number of problems associated with the venue; and thanked delegates for attending the business meeting, expressing the hope that it had proved to be a useful and relevant part of the day.

7 Annual Report

The Report had been published in the Association Magazine (November 98) and was not discussed. There were no matters arising from the report.

8 Statement of accounts

8.1 The Treasurer spoke to a printed statement of accounts, drawn up by the auditors. Members were asked not to be concerned by the deficit of £38 shown in the Current Account because cheques received in July have since been cashed. In addition, the daily sweep from the Deposit Account to the Current Account ensures that the former stays in the black. The assets held in the Accumulated Fund total £44,184. The day-to day running of the Association's business is shown in the General Account.

8.2 Despite the raise in subscription rates, 1997/8, membership increased. Receipts for the Magazine and Journal showed an increase of almost £10,000, largely as a consequence of the additional advertising generated by the Advertising Manager, Arnold Underwood. Although conference receipts increased, conference costs also rose significantly; whilst the Association has to pay £1,000 towards the cost of the joint BATOD/VIEW conference.

8.3 The running costs of all committees have decreased, despite an increase in the number of meetings with the DfEE and other organisations. Although the Association should save money in the long term on the publication costs of the Journal and Magazine, it currently has to meet a significant increase in costs. The £3,000 recently paid on postage is not shown in the accounts owing to the charge not being made until September.

8.4 The amount to be paid as Regional precepts has still to be decided. In the meantime the Regions will receive their annual percentage of the precept, based on the figures for 1997/8, with no prejudice to the outcome in January 1999 when the decision over the final amount will be made.

8.5 Although the accounts as printed show a surplus of £4,500, this will be reduced by £4,000 when outstanding costs are met in the near future. As a consequence, the Treasurer proposed an increase in the subscription rate as detailed in the Association Magazine (September 98).

8.6 The Treasurer reminded delegates that the purpose of the Mary Grace Wilkins Travelling Scholarship Fund is the promotion of small research projects, for which up to £1,000 per applicant is available. Among the terms of the will is the proviso that the scholarship is not available for research which contributes towards a specific, recognised degree.

8.7 The Association is a net gainer from being registered for VAT.

8.8 After inviting questions from the floor, the Treasurer proposed that the statement of accounts be accepted as a true record. The proposal was seconded by Carole Sturt and carried nem.con.

8.9 The Treasurer gave a breakdown of the percentage increases in subscription rates for the main teaching unions over the last 10 years. Should the proposal to increase subscription rates (as published in the Association Magazine, September 98) be accepted, BATOD will have increased subscriptions by 56% during this period, compared to the range of 87% - 133% for the unions. Only 1 member had responded to the invitation to comment on the proposed increase. Therefore, the Treasurer proposed that the subscription rate be raised, as outlined. The proposal was seconded by Lynne Williams and passed, with 1 abstention.

9 Election results

All candidates standing for positions on NEC had been elected unopposed.

10 Date & time of next meeting:

21 November 1999, Manchester.

Conference topic: Deafness & Additional Needs.

11.1 Elizabeth Andrews, Education Officer of the RNID, spoke of the 'Good Practice Review' being undertaken by a small team from the Universities of Birmingham and Manchester, facilitated by the RNID. The first stage of the project, to take place between July 1999 and January 2000, is intended to be a useful contribution to the research on the achievements of deaf children; leading to the writing of guidelines for ToDs.

11.2 Service providers across a range of types of educational provision and approaches are invited to participate in the research project, the aim of which is to raise educational standards by the collection and dissemination of information on best practice. Questionnaires are being widely distributed to seek views in general terms of what provides / constrains good practice.

MaryGrace Wilkins Travelling Scholarship MaryGrace Wilkins Travelling Scholarship

WANTED

BATOD member

with ideas for small scale research or study which has direct relevance to hearing-impaired pupils/students in the British Isles.

up to £ 1,000

REWARD OFFERED

further details from:
BATOD Secretary, Mr Paul Simpson
21 The Haystacks, High Wycombe HP13 6PY

Mary Grace Wilkins Travelling Scholarship MaryGrace Wilkins Travelling Scholarship

Annual Report 1999 to BATOD Members

Introduction

Once again a BATOD year comes to an end. I am delighted to present here the various regional and standing committee annual reports to the Association. I am delighted to report, and this has been clear to me from my visits to regional meetings over the last twelve months, that the Association seems to be more vibrant than ever. Additional excitement this year came from the fact that the Wales AGM was held on the same day as the elections to the Welsh Assembly. We have written to those responsible for education in the Welsh Assembly and in the Scottish Parliament to make ourselves known to them as early as possible to ensure that our voice can be heard at the highest levels in these new institutions adding to our strong links with the DfEE. We have had positive responses from both countries particularly from Rosemary Butler, Education Minister for Wales.

This is continuing evidence of our policy of developing good and positive relationships with Government and other bodies. During the year we have consolidated our work with DfEE, the STRB, the TTA and other agencies. Working closely with the RNID and the NDCS, and with a wider group of organisations through the consortium of deaf organisations, has given a strong message to these official agencies that differing organisations can work together constructively. Consequently, the views expressed have greater weight.

The SEN Action Programme which developed from the Green Paper has led to the establishment of five regional projects looking at the education of children with special educational needs. Currently, we are involved with the South-West consortium and Hilary Ward of the Merseyside consortium is to meet with Officers. Our involvement in these projects is of great importance in ensuring that children with low incidence special needs obtain a high profile amongst all children with special needs.

We have continued to assert the importance of a rigorous mandatory qualification for Teachers of the Deaf. This is essential not only for teachers. We have recently received a positive response on this subject from Charles Clarke, then Under-Secretary of State, and find this very encouraging. We have also been involved in consultations on the development of specialist standards for teachers of children with special needs once again trying to ensure that the particular needs of Teachers of the Deaf and deaf children are recognised.

The new Journal 'Deafness and Education International' is now firmly established as an academic journal and, following an Officers' meeting with Colin Whurr, we feel very pleased and reassured that the Journal has a secure future. The Journal stresses in its title the international interests of BATOD. We are keen to develop this and the MAP committee is looking at a member of BATOD providing International Liaison in the near future. Recently we have been able to read in the Magazine the letters from Kathy Owston in Zimbabwe and our current NEC member Helen Griffith is now working in Zambia and will keep us informed about developments there. The Millennium conference to be held next April in collaboration with BAPO is also attracting international interest.

During the past year the BATOD Survey has gone from strength to strength as you will have read in the Association Magazine. The DfEE have expressed a very strong interest in it as they are realising the importance of robust and reliable statistics about deaf children not held by the DfEE. Great thanks are due to Margaret Eatough as she does this marvellous work in her retirement. We are well aware that completing the BATOD survey returns is a demanding task for the heads of service who do it. But as the Survey's computerisation proceeds this will become easier and easier as each year will merely be topping up the previous year's information and adding new children. It is clear that huge amounts of useful information for teachers, children, parents and others can be gleaned from this Survey and we need to continue to give it our strongest support.

The NEC decided to streamline its operations a little and from the year 2001 the AGM will be in March. This will make it easier for a new NEC to take its place and also accords better with financial and magazine deadlines. One of the NEC meetings will now coincide with the AGM thus taking off a little of the pressure off individual members of the NEC. The aim of this has also been to ensure more effective communication between members, regions, the NEC and Officers. We are always delighted to hear other suggestions for improving communications from the membership.

One issue which we are beginning to consider relates to the whole issue of BATOD's involvement in training. BATOD used to run its own training course through distance learning and since then has had involvement through the consultative committees of all the training courses. However, some of the training courses would appreciate a more involved relationship with BATOD and we are looking at the whole issue of BATOD accrediting courses. This would include accreditation of post-training courses and the possible development of three or five year top-up courses to help to ensure that Teachers of the Deaf keep up to date with developments in the field.

As usual we are keen for as wide a range of BATOD members as possible to be involved in the Association. Sadly this year there was no need for an election due to insufficient candidates. Please consider standing for election; by doing so, you will be making a tremendous contribution to BATOD. In addition, please contact us through the Regions and national Officers to make your voice heard.

As Teachers of the Deaf supported by such a professional association as BATOD, we are in a very powerful and positive position. Few of our colleagues in other areas of Low Incidence Special Educational Needs have the opportunities for professional development and representation that we have. Please contribute to our activities and ensure that together we advance our profession.

I have pleasure in presenting to you the reports of the individual committees and others:

A&ICT committee

At the beginning of the year a subcommittee to focus on ICT was approved by NEC and with Jane Frew as chair it has been working to raise awareness of this expanding area of our work. The regular update pages in the Magazine have kept members informed of the fast moving issues and provided much food for thought and action.

A well-attended course was held in February in Northern Ireland. Delegates heard about the use of digital cameras, fax machines and the making of books and brochures. The committee is indebted to all those involved with this course.

Members have been actively involved with other agencies in influencing a wide range of new projects involving Teachers of the Deaf and ICT. The National Grid for Learning and the New Opportunities Fund for training teachers being two examples.

Work has started on a booklet to advise members about issues and opportunities relating to ICT and deaf children.

In Audiology, work has focused on preparing agreed standards for classroom acoustics and these are to be published shortly. We are continuing to work on information about acoustic treatment of classrooms and acoustic standards for new buildings.

The Wales AGM took an audiology theme focusing on cochlear implants. This meeting was well attended and successful. Further audiology update courses are planned.

During this year Margaret Glasgow has made the Audiology Information pages a feature of the Magazine. These have been well received and are building into an important reference work.

The committee has been working jointly with members of the British Association of Paediatric Otorhinolaryngologists to organise 'Communication 2000' a major international conference to be held in Nottingham in April 2000. One of the main aims of this conference is to promote closer understanding and working methodology between professionals working in the medical and educational fields of deafness and children.

The past year has been largely one of consolidation. A number of initiatives are under active consideration and will hopefully bear fruit in the near future.

Education Management committee

The advent of the National Literacy Strategy has occupied much committee time in the form of meetings and correspondence, culminating in a major focused issue of the Association Magazine in May this year. The BATOD Website now carries information on literacy for deaf children in various settings and the BATOD display boards at the NDCS exhibition were also devoted to the Literacy Hour.

We have continued to try to raise the profile of deaf children and young people by responding to the significant stream of documents from the DfEE, QCA, NDCS and other bodies. We worked with the Officers on their response to the specialist standards for teachers of pupils with Special Educational Needs.

Through the Resources page in the Magazine we have continued to bring useful educational resources to the attention of members.

The Curriculum Issues Sub-committee has been through frustrating times when all efforts to influence appropriate people on behalf of deaf pupils seemed to fall on stony ground. However, Tina Wakefield, the chair, has now been invited to attend both the Annual QCA conference and its National Numeracy Conference. This is a positive step forward.

Exciting developments may be in store in the area of Transition and Post 16 Issues with plans for focusing on

this area in the Magazine, through workshops and possibly through research.

The introduction of Education Action Zones is yet another change which might have an effect on the delivery of the curriculum to deaf pupils. The committee has raised some initial points for consideration and is seeking further information from members.

We were sad to lose Pat Bogue who stepped down from the committee this year but it was good to welcome Jean McIlroy also from Northern Ireland as our new member.

Membership, Administration and Publicity committee

The MAP Committee has once again continued to work on the many and varied issues and projects that have arisen during the course of the year.

This year we have looked at issues of communication, both between members of the NEC and also between the members of BATOD.

To this end the BATOD website has been set up. There are many pages about BATOD that are of interest, together with job vacancies and links to other information. We have a new Internet Service Provider and our own domain name, which means that our website is now at www.batod.org.uk/ This year our Web Master, Matthew Underwood facilitated this move which enhanced the facilities available. There is now a site search machine to enable visitors to find references easily. The opportunity for employers to advertise vacant posts over a period of time is proving popular and plans are being considered to provide a 'members only' section.

We are grateful to Ann and Matthew Underwood for all their hard work in this area. We have also held a very successful training session for members of the NEC on the use of the Internet. Over half of the members of the NEC attended, even though it was at 8.30 am after a long evening of meetings the previous day.

A major part of MAP's work is dedicated to increasing the numbers of BATOD members. The efforts of everyone on the NEC and in the regions has resulted in an increase in the number of people becoming members of BATOD. The MAP committee have revamped the application form and it is now in a trifold format, which is much easier to handle and post. We have also designed and printed new headed stationery and have developed a house style which is being used by everyone on the NEC and in the regions.

As mentioned in the introduction, a very exciting development during this year has been the survey. Margaret Eatough continues to put hours of work into this and our thanks go to her and to her newly formed Sub-Committee. Margaret has been given a new computer which was bought by the RNID. In recent weeks, there has been much discussion between BATOD, the RNID and the DfEE, who are showing increased interest in the project. One of the newly constituted SEN Regional Planning Projects has commissioned work to look at numbers of children, teachers and trends in their region. Margaret receives and answers many queries about numbers of pupils, Teachers of the Deaf and other professionals from both individuals and other organisations.

Another of MAP's roles is to oversee the development of the Magazine and the Journal. The Journal has been placed with a publisher and the first very successful edition was published during this year. The Magazine continues to be published 'in house' and once again, Ann Underwood has done a magnificent job of editing. The last issue was a focused issue on the Literacy Hour. As usual it was full of readable and informative material. This issue was also special in that it appeared in full colour. Pauline Hughes, our Publicity Officer has given much of her time to proof read and check the final layout prior to publishing. Heartfelt thanks are due to everyone involved. A full Magazine report follows MAP's report.

Another way we have sought to offer an improved service is by investigating whether or not BATOD should become a Registered Charity. This was thoroughly looked at and it was concluded that it would not be worthwhile at this present time.

BATOD Association Magazine

The Magazine has continued to progress throughout the year and there has been an steady increase in the number of articles offered for publication as members gain confidence and become willing to share their expertise.

Regular sections have proved of interest to members who have followed the progress of Jamie through the eyes of the family communication support worker Nicki Harris. An 'overseas' page has engendered support for Emerald Hill School in Zimbabwe with moving reports from Kathy Owston and it is hoped that an International Liaison editor will soon co-ordinate news from other developing countries. The A&ICT report has already mentioned Margaret Glasgow's regular Audiology Updates which cover the basics of audiology and have been acclaimed by Teachers of the Deaf and students as extremely useful. The Audiology and

Information Communication Technology committee is also responsible for the regular ICT news page edited by Jane Frew. Members are kept up-to-date with National Executive Council negotiations and actions as well the responses made on members' behalf to consultation papers produced by the Government and other agencies.

There have been two focused issues this year in addition to the March issue which concentrated on the previous AGM and Conference. In May a dedicated 'Literacy Hour' issue arrived in almost full colour, September's 'Safety' followed. The support of various audiological suppliers has enabled the magazine to move towards full colour as more full page, full colour advertisements are booked.

The production of the Magazine has been greatly assisted this year through the support of RNID and the purchase of both hard- and software to make the editor's job easier. As sub-editors begin to organise the articles for various sections the editor's world becomes more focused on publishing and we look forward to further developments in the coming year.

Professional Development committee

As ever a considerable amount of the Professional Development Committee's time has been spent organising the National Conference/ AGM.

The 1998 Conference 'Challenging Change', despite the need to alter the location to London was well supported and largely well received. Planning is well under way for the November 1999 conference in Manchester entitled 'Deafness with Additional Needs'. We have an interesting number of speakers on a wide range of topics and it promises to be an interesting day.

Unfortunately there has not been a wholly satisfactory resolution to the question of a Conference Sub-Committee in that not many people volunteered to help out. Some of those who were willing were not very near to Manchester. The Committee appreciates the work of members who have been able to help so far and those who will be involved later with the November 1999 Conference.

In order to give more time for other business it was decided at the June meeting between officers and regional representatives that a Conference Organising Sub-Committee would be set up to take over the responsibility for conference organisation. We are very grateful to those regions that have already passed on names of volunteers from their region.

The NEC, in response to members' views, has decided to reverse the initial decision not to have a solely BATOD Conference in 2000 in addition to the joint BATOD/ BAPO and as a result this committee will be organising a conference as usual in November in Cardiff. Two people have already volunteered to be the Wales representatives on the Conference Organising Sub-Committee and we are grateful for this.

The committee continues to be involved with the TTA Standards for Teachers proposals and responds to the many government documents that affect our area of interest - this included the recent Green Paper concerning teachers' pay and conditions: 'Meeting the Challenge of Change'.

We have looked at the possibility of chartering the profession but have decided currently to leave and further consideration of this until the Government issue more information on Continuing Professional Development. It has been decided that the process for collecting Continuing Medical Education (CME) points is not appropriate for teachers and the expense of applying for CME points for BATOD meetings/ conferences was not cost-effective. BATOD still, of course, welcomes attendance at our various meetings by medical colleagues.

Midland Region

Membership of the Midland Region now stands at 289 making it the third largest BATOD region. The regional committee consists of representatives from almost all the education authorities and many of these colleagues actively meet to plan conferences and respond to issues both locally and nationally.

The Midland region has four representatives on NEC. We wish Sue Archbold from our region well as she prepares to take over as national President.

The 1998 AGM was held in Walsall. There was an excellent turnout of members to hear about the implementation of the National Literacy Initiative and to discuss some of the implications for deaf children.

The May 1999 conference was held at Birmingham University and focused on Language and Numeracy. Bob Sawyer led the morning session on 'Numeracy for All' and was a lively, inspiring and thought provoking speaker. In the afternoon a presentation by Deaf@x was followed by workshops on Story-telling, Shakespeare, new teaching materials by Forest Bookshop and communication initiatives by Deaf@x.

The Midland Region Pre-school group has not held a meeting during the past year. We would welcome offers of help and suggestions for topics from colleagues working with this age group of children.

The financial position of the region remains healthy. We were pleased that suggestions made by the region for reform of the precept from NEC were received positively and we look forward to more financial certainty when arranging conferences.

The committee aims to provide topical meetings of quality to members throughout the region, at a cost affordable to them. The region is keen to explore venues in the east of the region for the Year 2000 regional conference.

Response from Midland members about the new format of the journal 'Deafness and Education International' has been positive. Contributions from Midland members to this publication and also to the Association Magazine are always welcome.

Northern Ireland

BATOD (Northern Ireland) has had a busy year. In October 1998, our speaker was Wendy McCracken who gave a challenging overview of audiological developments. Many issues were covered, including digital hearing aids, the use of FM systems and universal neonatal screening. This meeting was very successful and feedback from members has been very positive.

Our Spring meeting was held in February at Jordanstown Schools for the Hearing and Visually Impaired. An Information and Technology Day was arranged. Jane Frew (A&ICT), Mike North, Vice Principal & ICT co-ordinator for the Royal School for the Deaf Derby and Sue Stevens also from the Royal School gave talks and workshops on the latest hardware and software to help hearing-impaired children develop language and literacy skills. There was a great deal of interest in the digital cameras already several services and units have acquired one and are delighted with the results. A buffet lunch gave everyone a chance to renew acquaintances and meet new members. The beautiful setting of Jordanstown School, on the shores of Belfast Lough, added to the success of the day. We are grateful to our speakers for all their hard work.

Wendy McCracken was again in Northern Ireland in May and agreed to add to her busy schedule and fit in a 'twilight session' for the region. This meeting was held in the Wellington Park Hotel Belfast on the 11th of May at 7:00pm. Wendy gave a talk on Hearing-Impaired Children with Additional Difficulties. The meeting was attended by a small but highly focused group of teachers and discussion in an open session ranged over many aspects of their work. Difficulties regarding assessment and supporting parents were two areas that greatly concern many teachers. Members found the evening challenging and supportive. The informal arrangement of this meeting was well received.

A further meeting of was held on the 11th June at Rathvarna Teachers Centre, Lisburn. This special meeting was held to extend BATOD's best wishes to Lilian Warnock, Head of Service in the Belfast Education and Library Board, who retired in June. This was a most enjoyable evening, attended by past and present members. A supper was provided by BATOD members and Lilian was presented with a gift from her friends and colleagues.

Conditions of service for centrally employed staff and for unit teachers remains an area of concern for our Committee and members. Mileage allowances for peripatetic teachers is also an on-going issue.

Several members have expressed growing interest in the educational management of children with cochlear implants. It has been suggested that a special interest group be formed to share expertise.

It is with deep regret that we have to report the death in May of Mrs. Vivienne Lavery, teacher in charge of the Unit for Hearing-Impaired Pupils in Limavady H.S. Vivienne was a highly regarded teacher and a valued colleague. We extend our sympathies to her family.

Our AGM and Conference will be held on Saturday 9th October in Craigavon Area Hospital. Our speaker will be the President of BATOD, Mr. Peter Annear.

North Region

Events worthy of a mention are the region's conferences. Our Autumn conference was held at Royal Schools for the Deaf, Manchester, on 'A Day of Workshops'. Three workshops were offered - the Developmental Approach to Successful Listening (DASL), the Use of Signing in Examinations and finally the Modification of Curricular Resources. These three workshops contained much practical information to help everyone working with hearing-impaired pupils. The Summer Conference, held in Newcastle, was a very successful re-run of the last National London Conference 'The Language of Deaf Learners'. Our thanks must go especially to Ann Underwood, Elaine Rayner and to all our members in the North-East who worked so hard to make the conference run so smoothly with minimal help from the committee.

Our Autumn Conference will be held at Boston Spa, on Saturday 9th October 1999. It will be entitled 'Working With the Literacy Strategy'. The key speaker will be Jackie Parsons.

Over the last year there had been some disquiet felt about how the regions were funded by the NEC. Newly agreed arrangements for the funding of regions, in which Treasurers are invited to submit bids for the following year's committee expenses have been warmly welcomed. We have also finalised the region's constitution. The committee expressed their gratitude to Barbara Dunne who had put a great deal of her time into the preparation of the final draft.

We are always looking for new members to join the region's committee. It is interesting, rewarding and a lot of fun !!. If you are interested in working with the committee then please do contact the secretary for more details or look out for membership forms at our conferences.

South Region

The South Region has enjoyed another very successful year, hosting a combination of workshops and larger events and receiving good support from members across the region. We continue to inform members of regional events by sending a flyer direct to the home. This is a far more efficient method than dissemination through Schools and Services and also gives members booking advantages for workshops where numbers are strictly limited.

Cindy Paulding has remained in her role as BATOD South region representative to the National Executive Council. She has kept the south region fully informed about national issues and developments and we are grateful to Cindy for the time she gives in attending the meetings, conferences calls and sub-committees. It is much appreciated. Our thanks are also due to Ursula Hulme who has competently edited the newsletter, a radical initiative that has now been taken up by several other regions.

Last year's Annual meeting was held at Ovingdean Hall School where Mairian Corker, our keynote speaker, gave all participants plenty to think about and discuss with regard to her topic of 'Counselling Deaf Adolescents'.

Our Autumn workshop was held at Wall Hall Campus, University of Hertfordshire and covered the impact of cochlear implants on auditory training. Topics included speech recognition and intelligibility, additional difficulties, and auditory training methods including DASL and SPICE.

For the Spring workshop we moved south of the river, to Connevans, where their marvellous hospitality was much appreciated by all delegates. Earmoulds, test boxes, cochlear implants and listening aids were just a few of the workshops enjoyed by participants.

The two special interest groups in the South Region - pre-school and audiology - continue to meet regularly, and are very well supported in their meetings.

As always at this time of year we bid farewell to several committee members proving that membership of the committee is not a life sentence. This year's escapees include two people who have served more than 20 years between them and we are particularly sorry to say goodbye to Liz Barton and Malcolm Bown. Malcolm has acted as Chair and as Secretary and Liz spent a not inconsiderable amount of time as Treasurer. They will both be missed not only for their ideas and hard work but for the sense of humour and fun that all enjoyed.

South West Region

The South West peninsula is, at the time of writing, preparing for the possible eclipse onslaught. Colleagues are forsaking more cerebral activity and are busily doing a 'Blue Peter' to create pinhole cameras!

Turning to professional issues, the region has continued to try to arrange day meetings which are attractive and relevant to our members. However, attendance stutters along at about one third of the total membership and often includes several allied colleagues: speech and language therapists, audiological technicians, a medic or two. The topic for the autumn meeting was 'Neonatal Screening for Hearing Impairment', which was awarded 3 CME credits by the Royal College of Paediatrics and Child Health. The morning session featured the 'Critical Review', the government commissioned report produced by the MRC Nottingham. This was very carefully presented by Dr Tim Williamson (Consultant Community Paediatrician), who made everything accessible to all members, regardless of background knowledge. Discussion was led by Dr Williamson and Dr Danny Lang (Associate Specialist CCH), both members of the national committee on neonatal screening. In the afternoon Dr Josie Marriage (Audiological Scientist, Addenbrooks Hospital) gave an excellent presentation about her experiences in the testing, habilitation and management of the very young: a potentially scary business.

Our spring meeting 'How Many Hours in the Day' turned to classroom practice and advisory issues related to the Literacy Hour. Margaret Kumsang gave a presentation directly related to hearing-impaired learners, which was very well received. Local colleagues shared their experiences in a soapbox session. The afternoon took a look ahead at the Numeracy Strategy presented by Trevor West, Maths Adviser, Somerset.

Both meetings went very well, with the venue provided by the Royal West of England School for Deaf Children, Exeter. We are grateful to John Shaw and his staff - and three cheers for the cook!

Our next meeting will take place on the 6th November and will take an up to date look at digital hearing aids, FM systems and soundfield amplification.

Finally the region would like to put on record appreciation of the NEC's efforts to sustain those geographically stretched regions with low membership, and also their examination of costs and the communication needs of members.

Wales

The Wales Region has continued to be active during the past academic year and this has been particularly significant with the establishment of the National Assembly. Education is one of its main responsibilities and we may encounter changes to Special Educational Needs Policy during the coming and subsequent years. A Welsh Advisory Group on Special Educational Needs had already been formed with BATOD Wales being represented on the Speech and Language Therapy Sub Group.

The Welsh Office Consultation Paper 'Fair Funding : Improving Delegation to Schools' concerned us since the proposed changes would affect the funding of hearing-impaired units. A letter was sent to the Welsh Office expressing our concern. The committee also responded to 'The Best for Teaching and Learning' Welsh Office Technical Consultation Documents on Pay and Performance Management.

Two well-attended regional meetings were held. Norma Moses and Helen Weston, committee members, presented our autumn meeting and developed the theme 'Your Role as a Teacher of the Deaf in Developing Listening Skills with Hearing-Impaired Children'. Our spring meeting was presented by Sue Lewis of the Ewing Foundation, who discussed various tests for linguistic assessment for hearing-impaired children.

The AGM and Audiology Update Conference, which was kindly sponsored by Phonak UK was held at the Aquadome at Port Talbot in May. We were very pleased to welcome the President, Peter Annear. At our AGM, Julia Evans was thanked for her contribution as secretary over the past years and two new members were elected to committee alongside a new secretary. It was agreed to trial a newsletter to be circulated to members.

The morning session continued with a presentation by John Billings and Chris Cartwright of Phonak UK. The afternoon workshops presented by Margaret Glasgow (Teacher of the Deaf and Educational Audiologist) on Acoustic Conditions, Paula Morris (Clinical Scientist, Cochlear UK) on Cochlea Implant Processor Fault Finding and Chris Cartwright (Phonak UK) on Earmoulds were very well received.

A presentation was made to John Jones to mark his retirement as Head of SEN Specialised Service Unit at Bridgend County Borough Council. However, John who was previously at the hub of Teacher of the Deaf training at University College, Swansea, will now take a major role in Wales' only training course at the University of Newport, Caerleon Campus.

Scotland

BATOD Scotland has had a reasonably quiet year, but of course Scotland itself has had a tremendous year with the setting up of the Scottish Parliament. We have of course contacted all the relevant members of the parliament, informing them of the continuing need for appropriately trained Teachers of the Deaf, and other important factors relating to the education of deaf children.

Our Annual General Meeting and Conference in October was well attended, with the speakers, Dr. Mike Gibson and Dr. Mary Brennan, giving us plenty of food for thought. Unfortunately, due to lack of response, the Spring conference had to be cancelled.

We are continuing to monitor the appointment of Teachers of the Deaf in both Moray and Glasgow, where members have expressed their concerns.

A joint special interest group in cochlear implants is being set up in conjunction with The College of Speech and Language Therapists and The Scottish Cochlear Implant Programme.

We are sorry to say goodbye to two of our committee members. Marion Stewart who has been our Treasurer for many years and Fiona Addison, who has been chairperson of BATOD Scotland and has represented Scotland at NEC and BATOD on various committees. They both will be missed. We would also like to thank Donaldson's College, where we hold all our meetings, free of charge. Without this we would not be able to keep our conference fee as low as it is.

Without exception all regional and standing committee chairs pay tribute to the supportive hard work and good humour of all committee members. They juggle their professional responsibilities with their much appreciated and essential contributions to the Association's work in the interests of fellow professionals.

P.C. Werth

Widex advert

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Data Collection Issues: the importance of the BATOD Survey

Elizabeth Andrews
Senior Education Policy Officer, RNID

In 1998, the Royal National Institute for Deaf People (RNID) made funding available to purchase computer hardware needed to support the development of the BATOD Survey database. RNID has long been convinced of the strategic importance of the BATOD Survey and was pleased to be able to offer practical help in this way.

The award followed a series of meetings and discussions between BATOD and RNID in 1998. RNID is aware that both the integrity and relatively high response rate of the Survey are contingent on the perception of respondents that it is an independent exercise undertaken by their professional organisation and that the confidentiality of any information contributed is absolute. I should take this opportunity to make it absolutely clear therefore that RNID simply paid for the machines.

We continue to buy BATOD Survey services at the same rate as everyone else and may request BATOD to interrogate the database for information - but only on the same terms and bound by the same terms of confidentiality as everyone else.

The strategic importance of the Survey has increased dramatically over the past year. In March, DfEE invited the Education Research Consortium of Deaf Organisations (BATOD, BDA, DELTA, NDCS, LASER, NATED, RNID) to discuss issues relating to data collection on deaf children for the first time. This discussion is on-going.

Why is data collection important?

Because without the systematic collection of basic information of a longitudinal nature on deaf children, we cannot address even the basic questions we have a responsibility to answer as Teachers of the Deaf. There is some (incomplete) information available relating to GCSE results but we need the national picture to be able to demonstrate (for example) whether the average outcomes reported by Conrad for school leavers in 1979 are still representative or (say) whether the practice of integrating more deaf children into mainstream settings has had the effect of raising or lowering educational attainments.

Anyone who has thought about data collection for any length of time will know that the issues are not simple. Deaf children represent a very heterogeneous population and a wide scatter of individual variables influence outcomes. It is naive to expect that simple data will provide simple answers

to complex questions. However, the current dearth of hard data impedes consideration of the relative importance of different factors at every turn and the BATOD Survey has an important role to play in beginning to rectify this situation.

To sum up:

RNID has been pleased to contribute directly to the strategic development of the Survey and to participate as a member of the BATOD Survey Committee, alongside NDCS. The current capability and future potential of the BATOD Survey is important in the context of developing policy on data collection for pupils with special educational needs in general and deaf children in particular.

The current capability and future potential of the BATOD Survey is important in the context of developing policy on data collection for pupils with special educational needs in general and deaf children in particular.

Thank you RNID

The Officers and members of BATOD's National Executive Council are grateful for the support of RNID in the development of the Survey.

Financial support in the form of computer hardware has facilitated the collection and recording of data, and helped us to make results available to a wider range of enquirers. It has also provided Teachers of the Deaf with ready access to information when representing the Association in meetings with a variety of organisations and preparing data for LEA requirements.

Without the support of RNID the process of developing the Survey would have been slow and tedious. Many thanks to RNID for this much appreciated support.

Best Value...

Need information to assist with benchmarking?
It's all there in the Survey data.

Contact

Margaret Eatough

Reflections, Merritts Hill, Illogan, Redruth TR16 4DF
01209 219503

email: Survey@BATOD.org.uk

BATOD Survey Information provides detailed information about numbers of deaf children, placements, provisions, staffing and achievements.

The BATOD Survey

There was a very good response to the 1998 survey, which has provided useful information. Northern Ireland, once again had 100% return, followed closely by Scotland with 88%, England with 86% and Wales 63%. We thank everyone who has responded to our requests which provided such detailed information.

This was the first time we had collected information on individual children. This was achieved in collaboration with the Medical Research Council, Nottingham to whom we are grateful for setting up the database and inputting most of the children's details. The BATOD database has 15,320 children, 14,386 with significant hearing impairment (>40 dBHL), identified by a unique number. There is information on 2480 Teachers of the Deaf some of whom work part time.

A database of children from specific services was offered to authorities free of charge and eight have accepted the offer. There are a few children and teachers missing which it is hoped will be corrected at the next survey in January 2000.

BATOD Survey sub-committee

This committee met for the first time on 17th November 1998. It was set up to look at the collection and use of information on children, teachers and support staff. Its members are:

Name	Representing
Tom Wryne	School for the Deaf
Sheila Smith	School Departments with service
Gwen Carr	Service with units
Sheila Lundberg	Scotland schools, units and services
Aftab-i-Haque	BATOD NEC Representative
Liz Andrews	RNID
Helen Wheatley	NDCS
Margaret Eatough	BATOD Survey Co-ordinator

It has been agreed that a member from NATED be invited to the committee as we also collect information on students in post 16 establishments.

Use of the information

It has been an exciting time. The DfEE set up 5 Regional SEN Planning Projects around the country and two of them, the South West (15 Authorities) and Merseyside (6 Authorities), had the remit to look at hearing-impaired children. Both of these projects are using the BATOD Survey as a means of obtaining detailed information on children, teachers and support staff.

In the South West the Heads of Services will have contributed to the development of the Survey, which is due in January 2000. The current information from the 1998 Survey could not answer all the questions required by the projects. Consequently the ascertainment sheets for January 2000 on children will have additional questions.

Margaret Eatough, Survey Co-ordinator

Many requests have been made for information from the Survey.

Requests from:	Type of information
BATOD Officers	Relevant information to take to meetings with DfEE, TTA etc.
DfEE	Number of children, Teachers of the Deaf etc.
DfEE SEN Regional Planning Projects	Detailed information on children, teachers and support staff
Other organisations eg RNID, NDCS, DELTA Cochlear Implant Programmes,	Numbers of children, placements and communication modes
University Departments and Teachers of the Deaf	Various requests, but recently benchmarking. Comparison of OFSTED statistical neighbours.

BATOD Survey 2000

Completing the ascertainment sheets for 1998 was a mammoth task especially for the Services. If we are to have a complete picture of the work of Services it was agreed that the number of children with mild losses and monaural losses should be included in the database. Many of the Services realised that this mammoth task was not over. In January 2000 we will be requesting all these children. In the following years the database will only require updating with new children or amendments to existing children and students.

The additional questions will include: audiograms (5 frequencies for each ear; ethnic origin; SATs and GCSE results; radio aids and types of hearing aids). The database on children has been designed to track the movement to and from types of establishments and authorities.

Following meetings with the DfEE SEN Projects and BATOD NEC it was also agreed that a database on Teachers of the Deaf and Support Staff be developed. These would be in a similar format to the children's database identifying teachers by a unique number in order to provide anonymity. It was agreed to use the teachers' registration number in England, Northern Ireland and Wales and the GTC registration number in Scotland.

The questions will include: DfEE Registration Number or GTC registration number; gender; age profile in broad bands; hearing status; qualified as ToD; FTE; post; ethnic origin; salary scale to include type of contract, fixed, temporary or short term.

Great Expectations!

NDCS setting a Gold Standard

Paul Simpson NDCS Education Adviser

As this magazine is prepared NDCS is launching a set of Quality Standards in the education of deaf pupils. It is expected that the launch, planned for October 1999 will involve a DfEE Minister.

The Standards cover three related areas and will be available as one whole package:

- ◆ early years services and provision
- ◆ working with families
- ◆ inclusion.

An outline of the contents of each document is given below.

Quality Standards

The idea of Quality Standards is not new. They have existed in paediatric audiology since 1994. Our experience is that audiology professionals have found them very useful - the more specific, the better. Originally, we had intended to include a set of Standards on regional co-ordination but at the time of discussion, with so many unknowns, it was decided that they did not lend themselves so easily to this enterprise. Instead, NDCS resolved to pursue issues relating to regional planning through the DfEE National Steering Committee and the established regional pilots, in particular the South West and Merseyside North West areas. A model of co-ordination, drawn up by NDCS, has been circulated for discussion among the existing pilots and the DfEE national group. We await results of their discussions.

How did this come about?

The Standards came out of a desire to be proactive in response to the SEN Green Paper, Excellence for All Children: meeting special educational needs (issued late in 1997) and the subsequent DfEE Action Programme (1998). NDCS took the decision to invite some heads of service, heads of schools for deaf children (in the maintained and non-maintained sectors and encompassing all communication methods) trainers of Teachers of the Deaf, parents and NDCS staff to form a group to help develop a response to the Green Paper. The group became known as the National Advisory Group on the Education of Deaf Pupils (NAGDE). Focus groups, involving parents, young deaf people and professionals from schools, health and social services were set up in each of the three areas identified above. Their views were brainstormed and fed back to NAGDE for further consideration. Not content with simply writing a response and writing for Government to impose a solution that nobody would want, NAGDE decided to set it own

gold standard for which it would ask central and local Government to aim for. Note - no lack of BATOD members on the Advisory and Focus groups!

Why Quality Standards?

At the time, the Government seemed bent on increasing the number of children with SEN in the mainstream. A laudable aim when you consider that there are pupils who use wheelchairs or with learning difficulties denied a mainstream placement but who could, with the right support or a few changes to the physical access of school buildings/sites, thrive in this setting. However the emphasis on wider SEN issues, the specific reference to increasing the number of sensory-impaired children in local schools and the proposal to reduce the number of Statements issued or maintained, caused many to worry that the specific needs of deaf children would be lost in the overarching debates about SEN generally. Therefore, the advantages of setting our own national benchmarks could be to:

- ◆ to remind Government and providers of the distinct needs of deaf pupils
- ◆ keep deaf pupils on the national agenda
- ◆ to clarify and distil ideas of current good practice in the education of deaf pupils

The Documents

Early years

This set of Standards looks at:

- ◆ early intervention
- ◆ ensuring a range of provision
- ◆ supporting parents - working together for partnership
- ◆ securing high quality assessment
- ◆ the need for flexible and response services

Working with parents

This includes:

- ◆ family differences
- ◆ equal partnership
- ◆ building parents and professional skills
- ◆ accountability to parents and monitoring progress

Inclusion

This offers a definition of inclusion as a broader social process (of which education is one albeit important aspect) which transcends simple 'integration' (placement in the mainstream) or the idea of physical placement in a type of school. In

addition, it looks at:

- ◆ specific indicators of inclusion
- ◆ appropriate resourcing, staffing equipment and infrastructure
- ◆ pupil and parent involvement in the learning environment and decision-making
- ◆ the need for a whole school approach.

The next steps?

As stated above, a high profile launch is expected in mid October. Expect further details just after the start of the new school year. However, this should be the start of a national debate/consultation with all stakeholders on the education of deaf pupils. The Standards will be prepared in such a way as to make them easy to update in line with rapid change in technology, professional practice and legislation.

The Standards contain some specific guidance on appropriate levels and quality of staffing and support but are not generally prescriptive. Our approach will be a collaborative one. We are aware that LEAs and services may need help in implementing some of the recommendations and we will monitor LEAs progress and offer support to achieve the goals laid out in all three documents.

The thinking contained in the Standards has already begun to take effect. A summary on the Standards document has been available informally for a short while. Several of the new unitary LEAs have approached us for guidance and have begun to include this thinking in their policies for deaf children. We hope to encourage all LEAs throughout the UK (there will be specific Standards for Scotland, Wales and Northern Ireland launched in the autumn), to commit themselves to the principles we espouse.

Meanwhile, NAGDE will regroup in December to consider:

- ◆ academic attainments of deaf pupils
- ◆ Quality Standards in relation to education post neonatal screening
- ◆ further issues in regional planning, following progress with the pilots and National Steering Group
- ◆ Quality Standards in Further Education.

Getting involved

NDCS invites BATOD members to get involved. If you have not seen the Standards fall on your desk, or have any queries or expressions of interest contact NDCS Education Advisers, Paul Simpson and Ann-Marie Hall at NDCS, 15 Dufferin Street, London, EC1Y 8UR. Tel: 0207 490 8656 (voice and text), Fax: 0207 251 5020 or e-mail either: psimpson@ndcs.org.uk or annemarie@ndcs.org.uk

ADVERT Addenbrookes Paediatric Rehabilitationist

School Teachers' Pay and Conditions of Employment 1999-2000

Summary of Submission made to STRB 1999 on behalf of BATOD & VIEW

In essence, the issues which have been raised in previous years, were again highlighted, as by and large, our concerns over a number of years have still not been properly addressed. An addition was made in relation to the 'Challenge of Change' document, regarding the Government's intention to move towards Performance Related Pay (PRP).

General Submission

It was recognised that some work had been undertaken by KPMG regarding the criteria for determining the pay levels for the Heads of Special Schools. We emphasised the need for a similar investigation into the conditions of employment for Heads of Specialist Services.

2. We proposed that:

- ◆ teachers within specialist SEN support services should be considered as part of an establishment and as such should then be given a suitable and comparable banding system;
- ◆ there should be some minimum standards set for the staffing of specialist support services;
- ◆ appropriate guidelines regarding conditions of employment should be drawn up for those teachers working in specialist SEN services, ie not left to local agreements or a separate contractual basis - para. 84 Circular 12/99;
- ◆ an equitable pay structure for Headteachers and Deputies of Services should be put in place, together with appropriate pay differentials between Heads, Deputies and Assistant Teachers;
- ◆ the first SEN point should be mandatory for all teachers who are employed to work solely with pupils with SEN, ie this is within their contracts;
- ◆ the second point should also be mandatory for those teachers of hearing or visually impaired children who hold the relevant mandatory qualification. It is considered that other teachers who work with other groups of children with SEN should also be entitled to this point provided that they have an equivalent qualification ie a post-graduate diploma, involving a 2 year part-time or 1 year full-time course;
- ◆ a national organisation involved in the SEN field should be asked to draw up a list of appropriate specialist qualifications;
- ◆ guidance should be provided on how Advanced Skills Teacher (AST) posts can be created

within Specialist Services.

We re-iterated that many ToDs and ToVIs report that they are unsure if they are included in a LEA Pay Policy and most contend that they have not been given an annual pay review. Even when a pay review does take place it is unlikely to result in pay enhancement as the general LEA excuse is that there is insufficient money in LEA funds to make any pay increases possible.

We emphasised the need for the retention of the mandatory qualification.

We stated that specialist teachers have little chance of improving their position by receiving remuneration for additional responsibilities (or excellence - if this was possible or desirable).

B. Meeting the Challenge of Change

1. We stated that the vast majority of our members have displayed very strong opposition to the notion of performance related pay (PRP).
2. However, if the proposals do become reality, serious consideration must be given to questions relating to the status of Specialist SEN Services, and the funding arrangements for such Services and for Non-Maintained and Independent Special Schools (NMISS).
3. We suggested that PRP could be divisive and counter to good team work.
4. We pointed out that there was also no acknowledgement of the position of NMISS. In particular, no mention was made of how these schools might be funded under the proposed new regulations.
5. We stated that we did not believe that Specialist Support Services had been given anywhere near equal status because the differences in operation and management structure had not been considered. No recognition had been given to the fact that these Services do NOT have:

- ◆ The status of Schools;
- ◆ Governing bodies;
- ◆ Access to Standards Fund money, in relation to continuing professional development, or to the School Improvement Grant;
- ◆ Access to money from the National Grid for Learning;
- ◆ Opportunities to appoint teachers to the Advanced Skills Teacher pay scale;

- ◆ Access to the School Performance Award Scheme;
 - ◆ Access to Fair Funding money;
 - ◆ The security that any funds passed to the LEA will be distributed equitably amongst the range of Specialist SEN Support Services.
6. The lack of access to funding mechanisms equally applies to the NMIS group.
7. We stated that the following questions need to be addressed;
- ? What will be the status of Specialist SEN Services under the new arrangements? How will Services be banded for salary purposes?
 - ? Will all Specialist SEN Services be given the equivalent status of Schools and PRUs, including the appointment of a Headteacher?
 - ? Who will set the performance targets? On what basis will the performance targets be determined?
 - ? Will there be national standards for the personnel of such Services?
 - ? Who is to assess or measure the performance of Heads and teachers if there is no Governing Body?
 - ? If there is a Governing Body, how will it be constituted?
 - ? How will time be found and/or funded to administer the system, bearing in mind the range of settings, including distance, in which support staff work?
 - ? What degree of expertise will the external assessor have in specialist areas of SEN to make informed judgements about the performance of staff?
 - ? How will judgements be made as to whether one set of objectives is more challenging than another?
 - ? Will funding come direct to Services or be devolved through the LEA?
- ? How will funding be determined in view of the fact that the financial year is different from the academic year?
 - ? Will sufficient funding be available to pay for what is likely to be a significant number of staff applying to cross the performance threshold?
 - ? How are measures like parent counselling, pastoral care, and good teamwork to be judged?
8. We asked how, in the long term, would teachers be motivated to work in specialist areas of LISEN if there is no automatic award for qualifications. If Services are not adequately funded then potential ToDs and ToVIs would probably not consider a career in the education of sensory impaired children and young people.
9. We also suggested that there should be:
- ◆ abolition of the half point system;
 - ◆ pay awards should continue to be given in full, not staged or phased;
 - ◆ a new pensions' scheme should be set up including the option of retiring at 50 as of right and the option of phased retirement;
 - ◆ a return to the former criteria for ill-health retirement.

E. Moore
 BATOD Consultant
 A. Hope
 Chair of VIEW Teacher's Chapter
 September 1999

ALL Teachers of the Deaf should be BATOD members

Need an application form?

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Full membership £40.00 (£35.00 by Direct Debit)

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<http://www.batod.org.uk>
 presently classified under new items and responses

SUPPORT STRATEGIES FOR THE EDUCATIONAL INTEGRATION OF HEARING-IMPAIRED STUDENTS IN SLOVAKIA

Pat Mowat - Head of Department, Birkdale Further Education Direct Support, Southport.

Margaret Dutton - Teacher of the Deaf, Asmall County Primary School, Ormskirk.

This paper reports on the beginnings of inclusive education in Slovakia. It is a British Council funded project which is planned to run for three years (September 1998 - August 2001). The project places a particular emphasis upon the development of teaching skills and the management of learning.

The principles of inclusive education have been clearly set out in the Salamanca Statement (UNESCO 1994) to which Slovakia and the United Kingdom are signatories.

Inclusive Education is now well developed in this country and the provision for pupils with special educational needs or students with learning difficulties and/or disabilities in mainstream has been recognised now as a human right. With commitment and good levels of support for students, inclusive education is a more efficient use of educational resources. From our own experiences of teaching deaf students in mainstream educational establishments, our students are performing well, both academically and socially. Inclusion helps students to develop relationships and become prepared for life in a more independent way.

The purpose of this project is to enable staff to develop support strategies for integrating hearing-impaired secondary school students and to provide the teachers at Lucenec Pedagogidia and Socialna Akademia school with the skills and knowledge to enable them to write, deliver and evaluate the effectiveness of this support and their methods of delivery.

In Slovakia children are educated in Primary Schools from 6 - 15 years, and in Secondary Schools from 15 - 19 years. To become a teacher, students attend High school/Universities for a further 4 - 5 years.

The specific objectives for this project are:

1. To provide staff development and share resources for the integration of hearing-impaired students in the curriculum areas of mother tongue language/communication, maths and social skills.

2. To improve the use and understanding of information technology with hearing-impaired students.
3. To develop and share understanding of the opportunities for hearing-impaired students in Slovakia and the UK.
4. To compare teaching approaches in the education of hearing-impaired students in Slovakia and the UK.
5. To provide staff development and training in the following areas:
 - ◆ initial educational diagnosis and assessment of students with hearing-impairments
 - ◆ monitoring and record keeping
 - ◆ classroom management in integrated class settings.
6. To develop networking and links with other organisations for the support of inclusive education for hearing-impaired students locally, regionally, nationally and internationally.
7. To obtain the opinions of students (hearing and hearing-impaired) on the development and the impact of the project.

A group of 5 Slovakian teachers from Pedagogidia and Socialna Akademia, Lucenec, (PSAL), visited the North West of England in November 1998 and observed work in Edge Hill Institute and Asmall Primary School in Ormskirk, Lancashire, and Birkdale Further Education Direct Support Service based at local sector colleges of Further Education in Merseyside. They observed a wide range of staff including Teachers of the Deaf, mainstream tutors and support staff. They also saw how work was differentiated to enable students to have access to mainstream curricula.

Until recently all deaf children in Slovakia were educated in special schools whatever their level of hearing loss. However, at PSAL they have pioneered the inclusion of deaf students into most mainstream classes. In music and foreign language lessons the students are withdrawn for extra communication sessions. We were able to observe

these students both in mainstream and group tutorials. A few individual primary children are included for Maths in the Primary school near the special school where they are based. Only the most able have this opportunity as lessons are not differentiated and children are expected to function without the use of radio aid systems.

The reverberation from the poor classroom acoustics generally makes listening difficult but there is minimal background noise generated within the formal style of classroom delivery.

In order to teach in special schools teachers have to undertake additional training for which they receive extra remuneration. In general, once teachers enter special education they do not return to mainstream. As they do not have the structure for the role of peripatetic advisory teachers, specialist teachers have reservations about the feasibility and personal financial implications of returning to mainstream education with hearing-impaired students.

One of the objectives of the project to encourage staff development was already under way. We provided further workshops for staff of PSAL who have been fortunate in receiving deaf awareness staff development from Ondrej Metuska, a retired head teacher of a special school for the deaf prior to our visit there.

Former students of the special school had completed the PSAL course to enable them to begin to train as teachers. They were gaining experience

by leading extra curricular activities in the special school. They provided excellent role models for the deaf children but there was a feeling that they would be restricted to teaching in deaf education as the opportunities in mainstream would be extremely limited.

We were able to identify a number of occasions when students themselves spontaneously provided a form of additional learning support to fellow students in a teaching situation in mainstream.

The resources for audiological testing at the main district hospital visited were basic and funds limited the prescription of hearing aids to one per school-age child. (Two technicians made moulds on site). The audiologist did not feel that a diagnosis of deafness could be confirmed before the age of one year. In contrast we were informed that in Bratislava, the capital, 30 cochlear implants for older children have been carried out in the last 2 - 3 years.

This audiological advance and growing awareness of inclusion is beginning to broaden the opportunities for deaf students in Slovakia. From our observations it is evident that despite a lack of finance and technologically advanced equipment, students achieved a high level of communication skills in an education system which still tends to perpetuate the onus of alleviating medical rather than educational need.



Some of the first hearing-impaired students to be integrated into a mainstream school in Lucenec, Slovakia.

Not long after my arrival here in Wewak, I was informed that I was to go to Rabaul at the end of July to provide some training in audiology to a group of trainee Teachers of the Deaf. I believe this is the only training programme for Teachers of the Deaf which is operating in PNG and it is funded by CBMI and administered by Callan Services for Disabled Persons. I wasn't particularly looking forward to heading off into the unknown yet again to meet yet another group of strangers. I could attribute my apprehension to two things: Firstly, my most recent experience of teaching had not been a positive one; I came to realise the group I was dealing with had a marked difficulty understanding English and I had even more of a difficulty with Pidgin. Secondly, I really wondered what on earth I could teach this group of soon to be qualified Teachers of the Deaf; that is, what would be most useful to them to know about as Teachers of the Deaf who would possibly end up working within a school system with very little support services of any kind.

With all these questions in mind, I wrote up my notes and packed up what I thought might be useful and set off on the Air Niugini flight from Wewak to Toka which is just a few miles outside Rabaul. The plane touched down at Manus Island and at Kavieng in New Ireland en route. I was really looking forward to seeing New Ireland but I can assure you it bears little resemblance to 'Old Ireland'. Toka turned out to have a spanking new airport terminal because the old Rabaul airport along with the rest of the town had been buried under tons of volcanic ash during the last major volcanic eruption which took place in 1994. The situation of the town of Rabaul itself looked really beautiful and I can understand why over the years there has been a great reluctance to change location in spite of several upheavals. It is only after this most recent destruction that it has been decided to rebuild further away from the shadow of the volcano. In fact the new town is located at Kokopo while the old location remains little more than a ghost town - ruins of brick and twisted metal emerge from the mounds of grey ash indicating the presence of a once prosperous town. One of the first things that struck me about this region was the presence of comparative prosperity which I suppose can be attributed to the large cocoa plantations and the palm oil industry, both of which provide cash for the local population. Such industries are not so developed in the East Sepik Province.

As I was driven from the airport into the old town of Rabaul, the famous volcano (Tavuvur) came into view and I was rather disappointed that things looked so quiet. I had been hoping to capture some photographs complete with impressive sulphurous

plumes of smoke issuing from the crater, however, I had the week ahead of me. Although the most recent major eruption took place more than five years ago now, the results are to be seen everywhere. The new town of Kokopo still resembles a huge building site and the development of infrastructure is hardly able to keep up with the demands being made upon it. The movement of a prosperous town to an area which previously included little more than a few villages has not been smooth and Kokopo is only gradually coming to grips with its new elevated status.

After a day or two to recover from my travel and to take in the sights, I eventually arrived on Monday morning to meet the group with whom I was to work. The number of students enrolled on the Teacher of the Deaf course this year is eleven. All of these people are already fully qualified teachers who have qualified from one of the National Teachers' Colleges. They are experienced primary teachers and have been sponsored on full salary by the Department of Education of their respective Province. This particular group of students is due to graduate at the end of this year. In theory, the Department of Education in PNG supports an 'Inclusive Education' policy which broadly speaking means that in as far as possible children with special needs are educated in their local schools. Of course there are situations where a special unit for hearing-impaired children may be desirable particularly in urban areas which would have the number of children necessary to support such a project. At the moment there is one such unit operating in PNG and there is a special school for the deaf in the capital, Port Moresby. The main objective of the training programme is to train Teachers of the Deaf for 'deaf units' which will be set up in connection with ordinary primary schools. In terms of future prospects, the Teacher of the Deaf training programme is set to continue but is due to relocate next year in Port Moresby.

To get back to my experience, the trainee Teachers of the Deaf group was supplemented with a number of local people who work with children who have special needs so I found myself dealing with a group of around sixteen; there were the usual one or two who came and went. I was really encouraged by the enthusiasm of this group to learn and contrary to my initial fears, I really enjoyed spending the week with the group; in fact, I could have stayed much longer. I decided to cover topics which I felt could be applied by the students in their work as Teachers of the Deaf in their local towns. As the week went on, I became aware that there was so much these eager students wanted to know and there was so much they needed to know because in all probability they

would become the expert on matters relating to deafness and its management in their locality but alas time was limited.

I have learned that when one travels in PNG there is always someone who wants to consult with the 'visiting expert' and during the week I was visited by a family who had travelled all the way from Bougainville, a region which has experienced more than its fair share of violence in recent times. The parents of this family wanted my opinion regarding their youngest little boy whom they suspected had become deaf following cerebral malaria. The child was now aged four but developmentally looked much younger. In situations such as this, I really feel very limited in what I can do. Responses to behavioural testing were so inconclusive and I really wondered if there was a hearing loss present. At home I could have referred him for ERA or OAE but not so here. I really feel bad about having to send such children away with a promise of seeing them again which might of course never happen. On the other hand, if I were able to determine the presence of a hearing loss, hearing aid fitting may yet not be appropriate or even possible. In spite of my perceived inadequacies, the family were so grateful and so appreciative though I still don't know for what. I console myself that contact has been set up with our service and we are presently looking at the possibility of expanding into Bougainville.

Well, the volcano remained inactive during my stay so I didn't get the photographs I had hoped for. However I did experience an earth tremor which thankfully only lasted a few seconds. I later learned that just as I was on my way back to Wewak, Tavuvur really blew its top. The spectacle I had hoped for came too late. Maybe next time.

VSO advert

Meeting the Social Needs of Hard of Hearing Pupils integrated into Mainstream Schools

Malcolm Garner Head of Service for Hearing-Impaired, Staffordshire

As Teachers of the Deaf we inevitably spend a large proportion of our time, energy and research in meeting the needs of pupils with severe and profound deafness. This is entirely appropriate and we have been remarkably successful as a profession in enabling many such pupils to access a rich and varied educational experience, often working within a mainstream school. Given these demands it is perhaps understandable that we do not always devote as much time to considering the needs of the larger number of pupils who have lesser levels of hearing loss.

Hard of hearing pupils such as this are nearly always integrated individually into local mainstream schools by virtue of the fact that they are able to speak intelligibly and follow most or all of the lessons with comparative ease. However, although they may be at an advantage academically and educationally compared to deafer pupils, it would be a mistake to assume that their hearing loss does not present other social and emotional difficulties.

One feature of difference in experience is that these pupils may never come across another pupil using a hearing aid or meet another young person with a hearing loss. Their experience of being 'different' from their classmates may mean they think they are the only person who has this kind of difficulty. As a consequence it is not uncommon for such pupils to lack self confidence, to regard their communication difficulties as their own fault or view their situation as something they just have to accept without complaint. The potential effects of this were graphically brought home to me in a conversation with a teacher of the deaf in Minneapolis who described an experiment they had carried out.

They brought a group of women together who were profoundly deaf sign language users and presented them with a talk about some topic of relevance (eg child care). In the delivery of the talk mistakes were deliberately made. These included talking to them whilst facing the wall/blackboard and using difficult vocabulary without any explanation of meaning. It will not surprise the reader to learn that the audience almost immediately raised loud objections and made it clear to the speaker that they needed to change their delivery to make it accessible and intelligible. Later a second group was then assembled, this time of women who had only moderate or partial deafness and who functioned orally. The same pattern was followed and, as would be expected, this group were also soon struggling to follow the talk. In this case however not a single person raised any objection and they all put up with the situation for a whole hour, simply

because they were not used to demanding that appropriate allowances should be made.

In Staffordshire we have many hearing impaired pupils who are individually integrated into local schools. We were concerned that they too may lack the self confidence to ask for assistance when they were faced with communication difficulties of this sort. We were also conscious that because they were successfully integrated we could all too readily assume that they were socially and emotionally confident and 'all was well'. We decided that we should not make this assumption and should check the reality. We also decided to see if any of them would find it helpful to meet other pupils with similar levels of hearing impairment.

A number of these pupils were asked if they would be interested in meeting others with hearing losses. The response was very positive so as a first step we decided to invite all Y9-Y13 hard of hearing pupils to a 'training day' at our centre. With the full agreement of their schools this was held on a school day, our reasoning being that missing most of a day of school would serve as an incentive to some who were more reluctant! In the event 12 pupils came, mostly transported by their advisory Teachers of the Deaf. All were very nervous and one or two dropped out beforehand because they did not have the confidence to come at all, even though their TOD would be staying with them.

The aims for the day were:

- ◆ to provide activities that would help them to feel at ease with one another;
- ◆ to provide activities that would help them to realise that communication difficulties were often environmental in origin (rather than their 'fault');
- ◆ to provide them with strategies for improving their own listening environment;
- ◆ to give them greater self confidence in speaking about their difficulties;
- ◆ to assess the willingness of HOH pupils to come together;
- ◆ to ask for their ideas on the format of any future meetings;
- ◆ to have fun.

We started with an 'ice breaking' activity. The pupils and staff were divided into two teams. Each team then stood in a line on a raised plank and the people at either end of the line had to change places without anyone getting off the plank. The first team to complete the task were the winners. This was only accomplished with a lot of planning as to who

would move first, second etc. and it caused much amusement in the process, successfully breaking down some of the initial shyness and reserve.

Members of teaching staff then enacted a series of role plays in which we simulated situations or places that could be expected to cause difficulties for the hearing-impaired pupil. The settings chosen were a classroom, a shop and the breakfast table.

Initially we set out deliberately to make the situations difficult. In the breakfast scene for example, one Teacher of the Deaf played the HOH child and two others took the part of the parents. We then included the following 'problems' in the role play:

- ◆ high background noise (radio blaring, plates and cutlery banging);
- ◆ parents ignoring child;
- ◆ parents making it difficult for the child to be included in conversation (reading and talking behind newspaper, facing away from child);
- ◆ lip-reading difficulties (eating with mouth full);
- ◆ consequent inappropriate behaviour from child (bored, making noises, interrupting parents);
- ◆ parents telling child "it doesn't matter" when they asked for repetition.

The pupils were given recording sheets and they each had to note as many errors as they could. We then discussed these with them and asked them to suggest improvements. Using these suggestions we then re-ran the scene, making corrections and showing what should or could be done to improve the communication environment. We also discussed how they could influence the situation and explained the importance of them asking for things to be changed. Similar organisation went into the other cameo scenes.

All these activities were good fun and by lunchtime even the boys, who were initially more shy, began to talk to one another as they gained confidence. Lunch was followed by a quiz, devised by my own children of similar age because I had no idea what questions to ask, let alone the answers, to questions about 'soaps' etc!

In the afternoon each of the HoH pupils gave a two minute talk to the rest of the group about their own particular hobbies or interests - all topics about which they could feel confident. They had prepared for this in advance and although several were nervous it proved a further confidence-building activity. Topics ranged from Football to Guides to Holidays.

By the end of the day we felt most pupils had gained useful experience in managing difficult social and listening situations. They had also enjoyed the day and were keen to meet again.

A second meeting was therefore arranged for the following term. A similar format was followed and the programme was as follows:

10.00	Welcome and Introductions
10.10	Ice breaking activity
10.30	'After-school choices' (talk from a member of post-16 service regarding FE and HE courses, training options, employment etc.)
11.15	'How to do an interview' (role play with deliberate mistakes then a re-run after discussion)
12.00	Lunch and Quiz
13.00	'My experiences as a deaf person at school and work' (talk by a deaf former pupil, aged 22 who had been through school, university and is now employed locally>
13.50	Conclusion and departure

Once again the day proved a great success and the pupils all agreed that they wanted a follow up. This time we organised a social event and went bowling one evening from 6.00pm - 8.00pm. The package included shoe hire, two hours bowling and a burger and chips meal. We subsidised the event and 4 boys and 12 girls attended. After initial shyness had dissipated (much more quickly in the case of the girls!) all the pupils mixed well and friendships were strengthened.

We repeated the event on a Friday evening a couple of months later and had no less than 24 pupils, including this time some with more severe and profound deafness who had heard about the group and were keen to come. Two of these attend a distant residential school for the deaf and were home for the weekend. Their parents had been concerned that they lacked social contacts in the home area and were delighted to have some point of contact to build upon. Despite widening the range of deafness and background of the pupils, the event was again very successful and pupils mixed freely. With their co-operation we established a small committee of pupils who will assist with the planning of all future activities. Among possible future topics are training sessions on such subjects as 'What is deafness?', 'Why am I deaf?' and 'How a hearing aid works' plus we are sure, further social activities.

The initial response to this initiative has therefore been most encouraging and indicates the potential value for pupils of such contacts as these, both in terms of meeting peers who have a hearing loss, and also in providing opportunities for them to develop greater self-confidence in social situations. We hope in these various ways to assist pupils to be more effective participants in all communication settings, both in school, at home and ultimately in work and social settings beyond school.

The project remains in its infancy and we would be pleased to hear about similar initiatives elsewhere to provide social support for individually integrated hard of hearing and deaf pupils.

Solaris full colour Advert

at

White Horse Press

MINUTES OF A MEETING OF THE NATIONAL EXECUTIVE OF THE BRITISH ASSOCIATION OF TEACHERS OF THE DEAF, HELD IN BIRMINGHAM ON 19 JUNE 1999

Present

P. Annear (President); P. Simpson (Secretary); B. McCracken (Treasurer); J. (Ass. Secretary); P. Hughes (Past President/Publicity Officer); E. Moore (Consultant); F. Atkins; D. Bond; J. Frew; M. Glasgow; A. Griffiths; H. Griffith; A. Haque; D. Hartley; J. Hurley; J. McIlroy; M. Nelson; J. Parsons; C. Paulding A. Reese; S. Smith; C. Sturt; A. Underwood (Magazine Editor); C. Wakefield; L. Williams; M. Williams; P. Wolfson (representing J. Shaw)

Apologies for absence: C. Carnelley; L. Pescud

The meeting had been preceded by a training session in the use of ICT. President thanked A. Underwood and J. Frew for their input. He welcomed M. Eatough (Survey Co-ordinator) who had been invited to brief NEC members on developments with the Survey.

1 Extra-ordinary item: TTA consultation on Specialist Standards for SEN Teachers
P. Hughes briefed NEC members on a recent series of meetings with the TTA consequence of which BATOD and RNID had been asked to submit a further response to the consultation by 21 June. A sub-group was set up with a brief to prepare the response during the NEC meeting.

2 Minutes of the meeting of 27 March 1999
The Minutes were amended to add the name of L. Pescud to the list of those present.

3. Matters arising from the Minutes of 27 March 1999
(Figures in brackets are for cross-referencing with the Minutes of 27 March)

- 3.1** (3.1b) BATOD and RNID continue to liaise with regard to funding for the BATOD Survey.
- 3.2** (3.1a) The bid for funding from the British Education & Communication Technology Agency (BECTa) for mobile technology was unsuccessful on first submission. The Association has been invited to reframe and resubmit to BECTa and other funding agencies choosing a propitious moment for the allocation of funding.

Decision:

i) President to draft an outline proposal for funding for payment to the Secretary and Magazine Editor and to help with expenses BATOD representatives who incur high travel costs.

ii) President Elect to pursue same issue with the Course Providers

- 3.3** (7.8) The Membership Administration & Publicity Committee (MAPC) are investigating issues relating to corporate membership.
- 3.4** (10B.31.i) Articles will shortly be published on the subjects of neo-natal screening and the research emerging from the University of Colorado on language development of infants who have had cochlear implants.
- 3.5a** (5.4) Whurr Publishers have apologised for the lack of prominence given to the BATOD name and logo in the first issue of the Journal 'Deafness & Education International'.
- 3.5b** There is no clause in the contract with Whurr publishers specifying that there should be liaison with the professional development Committee (PDC).

Decision: *President Elect in due course to hand over the role of liaising the Publisher to a designated member of the PDC.*

- 3.6** (9A.5iv) BATOD now possesses a domain and a search engine specific to its web-site: address, www.batod.org.uk
- 3.7** (9C.2) The Select Teacher Supply Agency has not responded to the bid to develop a deaf awareness course for supply teachers on its books.

4 Correspondence

- 4.1** Correspondence was displayed for information.
- 4.2** BATOD is now regularly invited to consultations with the School Teachers' Review Body (STRB). A submission on vacant posts and the role of a Head of Service is in preparation.
- 4.3** Despite attention being drawn to the insensitivity of the article 'Thank God it's Friday (TES)', its author has failed to appreciate the concern. No further correspondence will take place over the issue.
- 4.4** The Secretary has written on behalf of BATOD to express condolences on the death of Con Powell's wife.
- 4.5** Penn School has been granted non-maintained status.
- 4.6** The vacancy for an elected member on the General Teaching Council (GTC) been filled. The GTC has indicated that peripatetic ToDs are not disenfranchised and can vote in the primary or secondary sections.

Decision: *Secretary to recommend that the Secretary of State appoints a BATOD member to the GTC to satisfy the*

requirement of including a person working in the field of SEN.

- 4.7** PAT has congratulated the Association on its coverage of the Literacy in the Association Magazine.
- 4.8** Bob Dyke (HMI) is to address a meeting of the South East Regional Association of the Deaf (SERAD) on 2 July. SERAD are encouraging BATOD members to attend in order to put penetrating questions to Mr. Dyke.

4.9 BATOD has been invited by the Management Committee of the BDA to deliver talk on the subject of mainstream education and deaf children.

Decision: *Sheila Smith to respond.*

5 President's report

5.1a There are currently 5 pilot projects on Regionalisation in operation. At a recent consultation meeting in Merseyside it had been suggested that the mandatory qualification might be phased out. Members involved in Regionalisation projects need to take every opportunity to allay such rumours.

Decision: *Secretary to contact the secretary of state to re-iterate the importance of maintaining the mandatory qualification.*

5.1b Members are encouraged to seek involvement with the second phase of the project which is imminent. A vacancy exists for a project co-ordinator.

5.2 The DfEE would support BATOD in becoming an accrediting body for the ongoing accreditation of training courses. An outline proposal has been put to Professor Bamford (University of Manchester) and the issue will be tentatively raised with the Course Providers.

Decision: *President Elect and the Professional Development Committee (PDC) to investigate the mechanism for ongoing accreditation set up by the College of Speech & Language Therapists.*

5.3 BATOD has met with Helga McGilp and NDCS to discuss the building of bridges between the Association and the group formerly known as the Hearing-Impaired Teachers Group (HIT). BATOD has agreed to liaise with NDCS (who have taken over the group's role) and vice versa over issues pertaining to the training of deaf ToDs, including the sharing of information with regard to Standards for SEN Teachers and the mandatory qualification. BATOD made it clear that it has no intention of setting up a Special Interest Group (SIG) for deaf teachers. NDCS does not support any modifications to the normal training route, apart from giving particular consideration to the selection of teaching practice placements.

6. Secretary's report

6.1 Old membership forms should be replaced by the new ones giving the change of address for the Secretary.

6.2

Decision: *i) the brief for representatives of the Association to include the following form of words: Where possible the representative should contact the appropriate Chair of Committee or an Officer for guidance prior to attending a meeting.*

ii) Secretary to circulate guidance notes to representatives on the writing of reports of meetings.

7 Treasurer's report

7.1 Regional precepts for the coming year have been agreed with regional representatives. Each Region will begin the year with a balance of £1,000 and submit a budget, excluding conference costs, for yearly business.

7.2 National BATOD will pay for the costs of Sign Language Interpreters at conferences.

7.3 50% of retired members have chosen to subscribe to the Journal.

7.4 Membership figures, although varying weekly, currently stand at 1,611. Members of NEC were asked if they could supply addresses for those members whom the Treasurer is unable to trace. A tear-off slip notifying of change of address is printed in each issue of the Association Magazine.

7.5 Whurr Publishers are the only holders of back copies of the Journal: as a consequence the Treasurer is no longer able to supply members who join during the financial year with back issues. Similarly there is difficulty in obtaining copies of the Journal to send to overseas members.

7.6 There is a new category of membership for people in training or taking a career break.

7.7 Honoraria are subject to taxation.

8. Reports from Committees

8A Educational management Committee (EMC)

- 8A.1** Selected pages from the Association Magazine May 99, reflecting Literacy Policies developed by a number of schools and services are to be put on the web-site.
- 8A.2** The BATOD stand at the NDCS Exhibition has the literacy hour as its focus.
- 8A.3** A key point made in the Committee's draft response to the QCA document quality assurance when working with parents is the need for the QCA to consider the whole of the UK by including reference to Welsh Assembly, the North Ireland Library Boards and the Scottish Parliament.
- 8A.4** A response to the QCA document on desirable outcomes at pre-school level has been drafted.
- 8A.5i** The Committee has been investigating the effects on deaf education of the 25 Education Action Zones (EAZs). Zones are principally in urban areas where there is a need to raise standards of literacy & numeracy and will exist 3-5 years. The precise number of deaf pupils & ToDs affected by the zones is not known. Members' experiences of working in EAZs are to be canvassed via the Association Magazine, particularly as a new phase of EAZs is about to begin.
- 8A.5ii** The following questions and concerns were raised:
- ToDs working within the zones will have different terms of pay & conditions of service, possibly involving re-deployment.
 - Schools may operate different holiday patterns, which would have implications for peripatetic ToDs supporting pupils in different schools.
 - Such is the emphasis given to literacy & numeracy that other curricular areas could be marginalised.
 - Neither LEA Units nor Support staff are eligible for additional Government funding.
 - The document prematurely supposes the full implementation of the Green paper on teachers' pay.
- 8A.6i** Alison Garside has been thanked for her efforts in attempting to the work of the Transition & Post 16 Sub-committee (TPS) which has suffered natural demise owing to shortage of members: EMC has taken over its brief. Issues currently being addressed include the preparation of school leavers for FE / HE; support within FE / HE for deaf students; and work experience. Preliminary discussions have taken place with regional representatives about ways of liaising with EMC over aspects of these issues.
- 8A.6ii** The mandatory qualification requirement does not extend to teachers effectively working as ToDs in FE. A meeting with NATED is to be arranged to discuss the need for lecturers working with deaf students to possess the formally recognised qualification and training of a ToD, prior to the debate being further pursued with the Course Providers.

Decision *EMC to produce a discussion document for the next NEC meeting.*

- 8A.6iii** As a consequence of the drifting apart of the statutory and post-16 sectors BATOD should seek to develop stronger links with NATED. A major concern to be discussed is the funding rule for students on pre-vocational courses which only provides for up to 20 hours tuition time, given that the majority of such students do not possess independent study skills.
- 8A.7 Curriculum issues sub-committee report**
- 8A.7.i** Tina Wakefield has received invitations to attend the annual QCA conference and the National numeracy conference. She will prepare a response to the advertisement for the production and distribution of NC Tasks and Tests for visually and hearing-impaired pupils in the year 2000.
- 8A.8 GCSE Sub-committee report**
- 8A.8i** Parents of a deaf candidate in Scotland have succeeded in persuading Scottish Qualification Authority (SQA) to allow the signing of questions examination. ToDs in the Region have re-opened dialogue with the SQA about establishment of special examination arrangements.
- 8A.8ii** The Scottish Heads Group have requested information about the range special examination arrangements pertaining in England and Wales. The sub-committee have offered to send a representative to the Region to make presentation and answer any questions.
- 8A.8iii** The Sub-committee is considering organising a further training day in the modification of the language of examination papers. ToDs are asked for feedback on the standard of modification of the 1999 series of examinations (comments to the Examination Board, with a copy to the sub-committee).

8A.8iv The Sub-committee wishes to acknowledge the dedication of the ToDs regularly modify examination questions. Those whose services have not been called on in recent years are asked to contact the sub-committee.

8B Membership, Administration and Publicity Committee (MAPC)

- 8B.1** BATOD election nomination forms, sent out with the Association Magazine May 99 are due in by 30 June: voting slips are to be returned by 30 October
- 8B.2** The University of Birmingham is responsible for all arrangements pertaining to the storage and accessibility of the BATOD archives.
- 8B.3** A Directory, giving only names of Schools, Services and Units, together with the designation of their Heads/Managers is available on disk at a cost of £300 in the first instance, plus a fee of £50 for each annual updating. Future Surveys will carry information to this effect and purchasers will be made aware that the single user license does not allow for the selling on of information.

8C Professional Development Committee (PDC)

- 8C.1** Planning for the Annual conference, Nov. 99 is well under way.
- 8C.2**
- Decision:**
- There is to be a BATOD Annual Conference on 18 Nov 2000, addition to the joint BATOD/BAPO Millennium Conference scheduled for April. Cardiff is being considered as a venue. The Committee requires names from the Regions by the end of the summer term of nominees to form a conference sub-committee;*
 - President Elect to continue to explore the option of day registration for the Millennium Conference.*
- 8C.3** At the previous evening's meeting with Regional Committee represent a decision had been taken to establish a conference sub-committee, comprising a core of 3 people (2 from the South Region and 1 member of the PDC) plus 2 members co-opted from the Region hosting a Conference.
- Decision:** *PDC to pass on the brief for the sub-committee to the Regions and peruse previous conference evaluation sheets for suggestions for topics for future conferences.*
- 8C.4** The mechanism for the awarding of Continuing Medical Education (CME) points would prove difficult for BATOD to administer. As a consequence, the Committee will await further developments in the TTA's initiatives with regard to continuing professional development (CPD) with a view to dedicating its energies into establishing a role for BATOD as an accrediting body. Officers were advised to keep the issue prominent when meeting with the TTA; and to give due consideration to the suggestion made by Professor Bamford (University of Manchester) that BATOD should look to introducing a scheme to help structure and support CPD for ToDs.
- Decision:** *President Elect to discuss the issue with Professor Bamford.*
- 8C.5**
- Decision:** *Assistant Secretary to pass to the PDC a list of members who address teachers in training on the work of the Association.*
- 8C.6** Following the formation of the fast-forming team to seek national sponsorship, the Committee asked for a discussion about the establishment of guidelines for Regional committees requesting sponsorship to be put on the Agenda for the meeting with the Officers.
- 8D Audiology & Information Communication Technology Committee (A&ICTC)**
- 8D.1** The Millennium Conference is attracting large numbers of delegates.
- Decision:** *President Elect to update members via the Association Magazine.*
- 8D.2** The Committee delivered an audiology update course at the AGM of the Wales Region; however, a further course planned for the autumn in Nottingham may have to be postponed.
- 8D.3** The paper on recommended acoustic standards in classrooms is to be published in the Association Magazine, September '99.
- 8D.4** Services which have staff working for 50% of their time in schools may now apply for funding for the ICT Initiative, New Opportunities Fund (NOF); however, Non-maintained and Independent Schools are still excluded from applying on the grounds that they do not meet the requirements for the receipt of the National Lottery money which is behind the initiative, although it seems that this ruling may have changed.
- Decision:** *Secretary to draw the attention of the NOF to the lifting of the National Lottery veto on donating money to schools which have charitable status.*

8D.5 ICT Sub-committee report

- 8D.5i** An informative and useful meeting has taken place, attended also by Mike North (RSD, Derby) to discuss accessibility for pupils with SEN to the National Grid for Learning (NGfL).
- 8D.5ii** The Sub-committee acknowledge the work of the Editor of the Association Magazine in ensuring the ongoing high quality of the BATOD web-site.
- 8D.5iii** Members making interesting use of ICT are invited to contribute a small article for publication in the Association Magazine.
- 8D.5iv** BATOD is to have input into the production of suitable hardware and software for pre-school children (collaborative project between De@fax and Garten KTEK, an organisation organisation for adults with severe learning difficulties).

9. Reports from the Regions

9A Northern Ireland report

- 9A.1** The wide-ranging session on deaf children with additional needs, given Wendy McCracken (University of Manchester), was well-received by members.
- 9A.2** The region is to host a small event to celebrate the retirement of Lillian Warnock and acknowledge her contributions as Head of Service, Belfast Library Board, and as an Educational Audiologist.
- 9A.3** The region is sad to report the death of Mrs Vivienne Lavery (UHI Limavady High School). Mrs Lavery was highly regarded as a teacher and a valued as a friend and colleague.

9B Scotland report

- 9B.1** The lack of interest shown in the proposed spring conference on child protection issues was most disappointing, given the previous indications; the programme will be offered again at the October conference. The Region needs reconsider whether or not the membership will support 2 annual conferences.
- 9B.2** The Region will have representation on the proposed forum to be set up the SQA.
- 9B.3** The Scottish Association of the Deaf is to be re-organised.
- 9B.4** The Region is to contact Sam Galbraith (Education Minister for Scotland) regarding changes to Code 56, the training of ToDs. A further approach will be made to the Education Minister and the Minister for Health regarding issues over neo-natal screening, in particular the critical need for input from a ToD.
- 9B.5** The Head of Service, Moray, has not been replaced; instead, communicators have had their hours increased. The region will continue to monitor the situation.
- 9B.6** Fiona Atkins has been asked by the Scottish Implant Programme to facilitate the establishment of a SIG to meet with a group of Speech and Language Therapists.
- 9B.7** The region acknowledged the contributions of long-serving, retiring members, Fiona Addison and Marion Stewart.

Decision: *Region to forward name of incoming treasurer to National Treasurer and Magazine Editor.*

9C Wales report

- 9C.1** John Jones, leader-designate of the Caerleon training course, has invited BATOD to nominate a representative to the consultative committee.

Decision: *PDC to nominate a representative; and together with the region, ascertain i) whether or not the course has been validated; ii) if so, by whom; & iii) details about any assessed practical teaching element.*

- 9C.2** Stan Cornelius will attend WAGSEN meetings on behalf of the region.

9C.3

Decision: *Region to include a budget for translation into Welsh within their submission for the annual precept.*

- 9C.4** The Region has acknowledged the valuable contribution to the work of the region made by Steve Loring, who is retiring owing to ill-health.

- 9C.5** Although conference telephoning facilitates involvement in committee meetings, ways are still sought to encourage participation and attendance of North Walians at conferences.

- 9C.6** A response has been sent to the Welsh Technical Consultation on Pay & Performance Management.

- 9C.7** Attendance was good for the AGM which had been sponsored by Phonak UK and addressed by John Billings, their regional sales manager. The National President of BATOD had attended the meeting. Two new committee members, Sian Evans and Maggie Denholm were welcomed; and retiring secretary, Julia Evans was thanked for her hard work and commitment to the region: Yvonne Turner is the new secretary.

9D Midland region report

- 9D.1** The theme of the well-attended May conference was numeracy & literacy, key-note speaker, Bob Sawyer. Despite high venue and SLI costs the event should break-even financially.

- 9D.2** The initial response in the region to 'Deafness & Education International' has been positive.

- 9D.3** Trish McLachlan, Deansfield School Wolverhampton, is to co-ordinate the staffing of the BATOD stand at the NDCS Exhibition.

- 9D.4** There are a number of collaborative projects on neo-natal screening in operation in the region. It would appear that there is little likelihood of any additional Government funding being made available.

- 9D.5** Views were sought on the proposal that the regional Pre-school Group should become a SIG of BATOD.

Decision: *Region to discuss operational details with the South region group make a formal approach to BATOD should a decision be taken to proceed.*

- 9D.6** Trish McLachlan and colleagues, Walsall Service, would be interested in hearing of the experiences of any Service which supports a deaf child in an integrated setting for the numeracy pilot schemes in operation. (Tel: 01902 711931).

- 9D.7** The region will put forward names of 3 people for the conference Subcommittee (2002).

9E South region report

- 9E.1** The May AGM on Literacy & Numeracy was well attended, key-note speaker, Elizabeth Andrews (RNID). Popular feeling was that mainstream colleagues would have benefited from attendance.

- 9E.2** The new regional Chair is Gary Anderson: retiring Chair, Corinda Carnelley, was thanked for her hard work during her time in office. A regretful goodbye was said to long-serving, retiring committee members Liz Barton and Malcolm Bown.

9F North region report

- 9F.1** The region was represented by Hilary Ambrose at the Conference on the language of the deaf learner: Ann Underwood was thanked for her hard work and efficiency in making the conference a successful event. The key-note speaker the Autumn conference on the Literacy Hour will be Jackie Parsons.

9G South West Region report

- 9G.i** The successful May conference, sponsored by Phonak UK, was attended by the President. Committee numbers were swelled by new representatives from Devon and Torbay, John Shaw and Trish Roberts respectively; whilst a replacement for Rosalyn Bourne (Somerset) was found in the person of Linda Parsons. John Shaw is to replace Margaret East as regional representative on NEC.

- 9G. iii** The key-note address by Dr. Margaret Kumsang on the Literacy Hour; and the subsequent discussions of experiences of same, helped support and develop colleagues working in this area. A further session on the daily mathematics lesson delivered by Trevor West (Maths Adviser, Somerset) was also well received.

10 Other reports

- 10A** Summary of the key points from a meeting of the Joint Monitoring and Study Group (JMSG) (Meeting attended by Malcolm Garner).

- Progress on the Specialist Standards for SEN Teachers is disappointingly slow, perhaps as a consequence of the TTA's involvement with the setting up the General Teaching Council (GTC). Further revisions to the Standards are to be discussed via a series of small meetings.
- There was agreement that the training of ToDs should remain separate from other SEN training; however, continued liaison with organisations such as SENTC would help to further links with other SEN groupings.
- There is a continuing fall in the numbers of ToDs in training, only 10 full-time and 78 part-time home students due to complete their courses in 1999. Figures for 2000 are down and projected figures for subsequent years are also depressed.
- The Course Providers have difficulty in providing for the needs of international students whilst at the same time maintaining standards for home students.

10B Summary of the key points from a meeting about the South West regional Consortium Project. (Meeting attended by Paul Simpson and Margaret Eatough.)

Context: The project is one of 5 pilots set up to provide better support for children with SEN. Part of the work of the South West Project involves an audit of deaf children.

- Liaison with Heads of Advisory Services is vital.
- BATOD has been invited to assist with a small-scale project to access statistics on deaf children in the region, via the BATOD Survey.
- A regional web-site could be set up to include some information from the audit of deaf children and/or a regional directory of Services.

- Decision:** *i) in order to satisfy ethical considerations, BATOD will not supply any information which could lead to the identification of an individual child;*
ii) the Survey Sub-committee to investigate differentials in pricing the selling of information to collaborative professionals and to commercial or other interested parties.
- 10C Summary of the key points from a meeting of the Educational Research Consortium of Deaf Organisations** (Meeting attended by Paul Simpson)
- DfEE is keen to work with organisations collaborating in the field of deaf education, particularly in the area of research. The Consortium was invited to explore ways of collaborating in research into deaf education and to liaise with DfEE over bids for funding for projects of mutual interest.
 - DfEE needs to collect data on deaf children: and agreed in principle, that co-operation with BATOD would be beneficial. Data collection is needed on an annual basis. BATOD was asked for a close costing of the survey.
- 10D Summary of the key points from two meetings with DfEE** (Both meetings attended by Paul Simpson)
- There are 3 options for data collection under consideration:
 - via the SEN Regional pilot groups;
 - by adopting a new method of data collection linked to each child's Unique Pupil Identifier (UPI);
 - by working co-operatively with the BATOD Survey.
 - The organisers of the conference for Heads of Schools & Services are to be asked to include in the programme a presentation by the Survey/Consortium interest; and the Independent Schools Information Service are to be asked for information on deaf children in independent (not special) schools.
 - DfEE reiterated the commitment to maintain the mandatory qualification for ToDs, but offered no hopes for its extension.
 - Consultations over the Green Paper on teachers' pay has highlighted the lack of clarity with regard to procedures for the accreditation and periodic re-accreditation of training courses leading to a qualification as a ToD.
 - DfEE has no plans to review funding arrangements for training or to check on the national supply of ToDs.
 - DfEE countered the criticism that the status and role of Advisory Services is not clearly understood by promising to circulate all Services with any information relating to deaf pupils sent out by the Department.
 - DfEE is interested in the baseline assessment of deaf children.
 - BATOD has agreed to support the Consortium's bid for funding from the National Lottery.
 - DfEE were sympathetic to the need to make access to ICT for deaf children visually stimulating and are keen to learn more about carrier language issues. In addition BATOD was asked to consider what a section for ToDs on the virtual teachers' centre on the Internet might contain.
 - BATOD is to liaise with De@fax on arranging a conference in January entitled 'De@child UK' and in preparing a proposal for a research project looking at good practice in ICT and Literacy for deaf children.
- Decision:** *BATOD to provide DfEE with information about what ToDs require from the NGfL and the National Strategy for ICT. (Jenny Baxter to pass on document 'The effects of major disabilities on learning').*
- 10E Summary of the key points from a meeting of NATED** (Meeting attended by Angela Ellis)
- The FEFC inspection process expects to see inclusive learning forming part of a rigorous self-assessment, by which everyone involved with the student should contribute to the quality of the student's learning experience. Materials have been developed to help FE staff to work in an inclusive way.
 - Self-assessment needs to be supported by evaluation and evidence and should include in-class observation. Student progression and achievement data must be collected.
 - Clear and realistic learning goals, incorporating independent learning skills, must be set with the student. Effective learning should take precedence over accreditation.
 - Research is needed to establish the accessibility of special provision for students as no figures are available for the FEFC.
 - Problems remain over access to public examinations and performance criteria despite ongoing lobbying of the Examination Boards.
 - Chris Green gave an update of developments within CACDP. The note-taking and lipspeaking courses fit the QCA requirements for awarding bodies; however the BSL course remains problematical. Interpreting (levels 4 and 5), speech to text, lipspeaking, and deafblind communication (level 3) will remain general qualifications. Although the pass rates for BSL (stages 1 and 2) are high, there is concern of the depressed stage 3 pass rate, of only 26%. Stage 3 is due to move to an NVQ portfolio showing a range of competencies.
- g) Demand for places on both the Diploma and Graduate Diploma courses organised by Sign Language International (SLI) is high. SLI also has a role in training deaf tutors and has developed free-standing learning events on a number of topics.
- 10F Summary of the key points from the launch of the Deaf Action Project, UK Council on Deafness (UKCOD)** (Launch attended by Paul Simpson)
- Context:** UKCOD has established an all-embracing project which aims to give deaf people a united voice when lobbying for improved access to a variety of areas of public life, including Health and Social services, but excluding education.
- Deaf awareness amongst managers and employees needs to be raised.
 - There is disparity in provision and support for deaf people across the UK.
 - BATOD needs to keep aware of developments in access for deaf people training as teachers, via attendance at the TTA's 'Dismantling Barriers' meetings and liaison with the former HIT Group.
- 11 The BATOD Survey**
- 11A.i** Margaret Eatough briefed NEC members on developments within the Survey, beginning by outlining the significant changes to the Survey over the last few years which have contributed to its current status with the DfEE and other organisations.
- 11A.ii** The database which BATOD has compiled with the Medical Research Council contains information on 15,000 children. Publication of the 1998 Survey is imminent. Heads of Schools and Services will be notified via the Association Magazine that the 2000 Survey will be sent out in January.
- 11A.iii** DfEE recognises the usefulness of the Survey as a tool for data collect for research purposes. BATOD will co-operate with the wishes of the DfEE for an annual Survey and has provided a close costing of the Survey as requested (£37,000 per annum, including £10,000 set up costs and clerical and administrative costs.)
- 11A.iv** Reference was made to the small-scale research project with which BATOD has been invited to co-operate (reported under item 10B.c)
- 11A.v** Subsequent meetings with the DfEE had focused on the depth and scope of the Survey and its value in identifying trends in deaf education and the educational attainment of deaf children.
- 11B.i** A recent meeting of the Survey Sub-committee had considered a change of format for the Survey 2000, in line with the type of information requested by the DfEE. Completion of the ascertainment sheets for pupils and staff will be easier; questions on ethnicity and home language have been added; and audiological information for both ears and on children with mixed losses is also requested. Data on children with monaural losses may be collected in 2001. The ethical issue of supplying audiograms is unresolved.
- 11B.ii** Much discussion followed on a range of associated issues: children for whom the diagnosis changes over time; the collection of data on children with non-organic hearing losses; the usefulness of including aided thresholds; the post surgery residual hearing of children with a cochlear implant; and the DfEE requirement to include information on children at Stages 1-5 under the new Code of Practice.
- 11C** Some discussion took place over the status of the Survey with regard to Government Offices in Wales, Northern Ireland and Scotland.
- Decision:** *President to address the issue in his correspondence with relevant Offices.*
- 12 Date & time of next meeting: 2 October 1999, London.**
- 13 A.O.B.**
- 13A** The specially-convened group of Officers gave a brief report on amendments to the TTA Specialist Standards for SEN Teachers.
- 13B** The venue for the NDCS Exhibition is Wolverhampton. Despite the received opinion that fewer people attended the Exhibition, several new members were recruited.
- Decision:** *MAPC and the Midland region to discuss staffing arrangements for the BATOD stand, 2000.*
- Meeting closed at 3.35pm**

BATOD National Conference

Saturday 20 November 1999
Manchester Conference Centre,
UMIST Campus

Deafness and Additional Needs

Workshops & Seminars covering: autism, complications of meningitis, EBD, gifted, dyslexia, language disorder, English as an additional language etc

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application form with September Magazine
 further details from:

BATOD Conference Registrar
 Lynne Williams
 Physical & Sensory Services
 South Borough Buildings, Stagshaw Close
 Postley Road, Maidstone ME15 6TL
 01622 203554

ICT Courses

Midland region - RSD Derby
Saturday 29 January 2000
Literacy & ICT Project

South region - Bishop David Brown School
Woking
Saturday 12 February 2000
Using the Internet & Software

North region - Chuter Ede, South Shields
Saturday 18 March 2000
Literacy & ICT Project

£60.00

application form with November Magazine

further details from:

Jane Frew
 ICT Co-ordinator
 41 The Orchard
 Leven, Beverley
 East Yorkshire
 01964 544243

Nottingham Paediatric Cochlear Implant Programme

ADVANCED WORKSHOP 2000 30/31 MARCH - 1 APRIL 2000

University of Nottingham, Sutton Bonington Campus, Loughborough, Leics.

Our Advanced Workshop gives opportunity for those involved in cochlear implantation to bring themselves up-to-date with the latest trends and techniques, to develop new skills and to have opportunity to discuss of professionals working in the field and will cover:

- assessment of very young, borderline and complex cases
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- educational issues and the role of the Teacher of the Deaf in rehabilitation
- language and speech assessment of preschool and deaf children with additional needs
- video analysis techniques
- quality of life assessment

There will be plenary and workshop sessions and numbers will be restricted to allow full participation.

Early booking is advised. CME Accreditation applied for. INTERNATIONAL GUEST SPEAKERS INVITED.

Cost: £250.00 (Residential) includes full board at University Hall of Residence (Student rooms)
 £200.00 (Non Residential), including all meals throughout the course
 CONFERENCE DINNER on Friday evening is included for all delegates

Registration form/further details contact :

Maureen Ross,
 Nottingham Paediatric Cochlear Implant Programme
 Ropewalk House
 113 The Ropewalk
 Nottingham
 NG1 6HA.

Tel: 0115 9485549 / Fax: 0115 9485560 / Email: mro@npcip.org.uk

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Job Vacancies advertised in this section also appear on the BATOD Web pages (Teaching Section Situations Vacant
<http://www.batod.org.uk>)

More questions than answers

Sue Reeves

Following the BATOD article in March I started making enquiries about installing a videophone in our HI unit where sign is a primary mode of communication. I would really like my 5 pupils aged 7 - 8 to be able to widen their circle of signing peers. The videophone - what a wonderful idea... but ... which system?

Cheapest: the RNID videophone project which provided free equipment... problem: after six months I still haven't received any response from the RNID's project officer. I have tried the RNID system at City Lit. which runs through a PC. I never managed to get anyone to answer their videophone however as it seems to flash on the screen for about 3 - 5 seconds and if there is no reaction the caller is told that nobody is responding. Surely that can't be right? Is it better to connect to a TV and VCR so the call can be played back to check details? Further advice welcome.

Is this computer driven system compatible with the stand-alone videophone as promoted by Forest Bookshop? There is also the Internet version. Is that compatible with other systems? Who is out there using a videophone in schools? How do we know? BATOD please give a lead so we are all using compatible systems.

Adam Guest from Motion Media Technology Limited offered these answers:

"I sympathise with Sue's dilemma - the choice of whether to go for a PC based system or a stand alone videophone is a common one.

Sue has already discovered some of the problems with a PC-based system - people tend not to notice when it is ringing unless they are sitting in front of it. Also, all too often either the videophone application isn't running or even the whole PC is turned off, making it impossible for anyone to call in. In my experience, most people with PC systems don't have the videophone application running unless they are expecting a call.

The videophone promoted by Forest Bookshops rings like a phone and stays connected all the time like a phone, and therefore is likely to be answered when someone rings. An optional accessory for the phone provides a flashing strobe light to indicate when it is ringing - something I have never seen on a PC system.

As Sue has also discovered, PC systems do tend to give up if left ringing for several seconds, as the PC has other things to get on with! A stand-alone videophone, like an ordinary telephone, continues to ring until answered.

Both the PC system from RNID and the videophone from Forest Bookshop comply with the international standards for visual communications, and are therefore compatible with each other - no problem there. Be aware though that unlike videophones (which you just take out of the box, plug in and use), most PC systems need to be set up by someone who knows their product well - if they are just taken out of the box and installed they are likely to give very disappointing results. PC systems therefore really need someone permanently on site to install and support when it suffers from the usual PC foibles.

The main suggestion I would make is to ask for a demonstration of the alternative products, and look at how easy they are to use and the quality of the pictures that results - after all, that is what really matters.

Internet videophones are a whole separate area. While they can be fun to play with they are not compatible with either the Forest or the RNID system, and offer only a very low quality of video - nowhere near the quality of image that is required for signing.

As more sites get videophones it is impossible for an individual to keep track of every user. The RNID have therefore put together a videophone directory."

Mark Pountney at RNID has a draft Directory for Videophone users which he will supply on request. Contact Mark on 0171 296 8067. In the meantime, if you have Internet access go to

<http://www.rnid.org.uk/>

At the bottom of the RNID home page choose Directory of Services and follow the links to Video telephones. This is a database of thousands of useful contacts all over the deaf community. If you search on Video telephones you see a list of over 150 organisations with videophones, including schools and colleges, clubs, associations, social services and companies.

There are 30 sites across the UK which are part of the RNID videophone project and progress is being followed up. RNID are about to set up a feasibility study to identify the way forward with a view to starting the next stage of the project in April 2000.

There is a fact sheet on videotelephony available from RNID on request (0171 296 8000).

Workshop held at the Office of Manpower Economics, presented by KPMG Report from Paul Simpson, Honorary Secretary

Context

KPMG (Management Consultancy) had been investigating drivers of job weight for special school head teachers (and deputies) to try to produce a more appropriate proxy to determine appropriate groupings for pay for heads of special schools. After various consultations, in which BATOD was involved, and visits to thirty different special schools (including one school for the deaf), this meeting was to present findings and hear comments before the final report is presented to the STRB.

Summary of the main points of the meeting

It was suggested that teacher numbers and pupil numbers alone do not fully reflect the extent of the job weight for special school heads. They proposed a new proxy which takes into account the fact that many special schools have many more staff than teachers; the new proxy is:

- ◆ pupil numbers plus key stages plus staff:pupil ratio;
- ◆ the total staff measure will be based on full time equivalents and weighted as follows:

Professional teaching staff:	2
Non-teaching staff:	1

This recognises the importance of other staff in delivery of educational support and care; using the absolute staff numbers (rather than the ratio) disadvantages smaller schools with high demands.

In addition BATOD raised the following two points:

- 1 Those heads of special schools who also run peripatetic services have responsibility for all those staff members; it was agreed that these should be added to the staff:pupil ratio. The pupils however would not be included as they would be already counted in the mainstream schools.
- 2 Pre-school children under the aegis of such heads would be counted as part of the total number of pupils.

As a result of this new proxy most, if not all, special schools would move up at least one grade in their grouping in relation to their current status.

Connevans advert textphones

Literacy + Numeracy = Lunacy?

Alison Weaver

The Midland Region Conference this year focused on the two areas of the curriculum which have been at the top of the agenda for many teachers working with pupils in the primary age range over the last year or so. As we come to the end of the first academic year following the implementation of the Literacy Hour in Primary schools across the country and prepare ourselves for the introduction of the Numeracy lesson, teachers are constantly looking for effective ways to include deaf pupils in literacy and numeracy lessons.

A mixture of plenary sessions and workshops was planned to explore different aspects of literacy and numeracy, in relation to the education of the deaf.

The morning session was devoted to numeracy. Bob Sawyer, Principal Advisor for Stoke-on-Trent, provided a very positive look at the National Numeracy Strategy.

Following a brief summary of how the strategy came in to being, expectations for the implementation of the framework and hopes for a significant raising of standards in maths, Bob considered ways in which good practice could make the Numeracy Lesson accessible to deaf pupils.

Although not an expert on deaf education, Bob has had some experience working with Teachers of the Deaf. More importantly, his wealth of knowledge about his subject and his enthusiasm for the teaching of maths provided delegates with a range of ideas to include deaf pupils.

Bob's approach stresses that in all situations it is not the content of the lesson that is important so much as the teacher's ability to present the information to the children. Knowledge of the subject to be taught, careful planning and appropriate resources are all essential ingredients of a good lesson but are only truly effective when the teacher understands the needs of the children in the group – deaf and hearing alike.

Bob's definition of effective teaching demanded:

- ◆ high expectations and clear objectives conveyed to pupils
- ◆ well-structured lessons delivered at a suitable pace
- ◆ a high proportion of direct teaching
- ◆ frequent quality interactions
- ◆ effective deployment of support staff
- ◆ differentiation of materials providing suitable levels of challenge for group work

Bob introduced the notion of 'ABC Moments' in a lesson. Every lesson should have an 'A moment', when pupils learn or discover something they did not previously know or understand. Then there will be 'B moments' when pupils practise and consolidate something they have previously learned. Finally, it must be accepted that in all lessons pupils will experience 'C moments' when they are not actively involved in learning, merely being entertained or amused.

In order to facilitate access to the lesson for deaf pupils, Bob's basic recommendation was that all unnecessary language and explanation should be removed from the lesson through the use of a consistent format to lessons. As pupils understand the routine of the lesson and the type of activities taking place, they can concentrate on the new content of the lesson rather than the 'carrier language' of complex explanations of new forms of presentation. In addition, Bob advocated the precise use of vocabulary, use of quality flash cards and the display of mathematical vocabulary and symbols around the room.

Although these strategies in themselves may not have been new to the delegates as experienced Teachers of the Deaf, Bob's interactive teaching style, well planned resources and lively activities gave a clear indication of how these strategies may be employed to the benefit of all the pupils in the lesson – not just the deaf.

Following a delicious lunch and the opportunity to visit the trade stands, catch up on the latest products and cadge a few freebies, the afternoon session opened with a presentation by Deaf@x.

The team from Deaf@x summarised how the organisation had developed. Based in Reading, Deaf@x aims to improve the communication skills of deaf children and adults by using ICT and face to face interaction. They deliver a range of national and international projects concerned with face to face communication, ICT, literacy, employment and research. The organisation employs both deaf and hearing adults.

Deaf@x wants to provide practical support to teachers and schools.

Current projects include:

Telecommunications and literacy for children

This project is designed to teach deaf children how to communicate using ICT, including minicomms, faxes, Internet... Funded by Children in Need, workshops can be provided free to schools.

Fax Buddies

Deaf children are encouraged to communicate with other children and adults by fax. Benefits of the initial project included: improved literacy and communication skills, increased motivation, self-esteem and confidence in the children concerned. Deaf@x can provide the resources required and link schools for the project.

De@fchild international

Deaf@x are developing links across the world – in the USA, Australia, New Zealand...

De@fchild UK

Staff from Deaf@x are meeting with the DFEE to draw attention to the needs ICT of the deaf, to consider funding needs.

Further information about Deaf@x is available from: Technology Centre, Bulmershe Court University of Reading, Earley, Reading, Berks RG6 1HY

Or visit their website: www.deaf@x.org

For the final session of the afternoon a choice of workshops was provided.

Deaf@x

The workshop considered in more detail aspects of the organisation's work, introduced in the plenary session. Delegates had the opportunity to look at equipment and materials available and to consider how they may be incorporated into the curriculum.

A brochure is available to link schools looking for Fax Buddies with others already involved in the project.

Deaf@x will provide training for projects and identify sources of funding.

The Royal School for the Deaf, Derby is involved with a number of the Deaf@x projects and are happy to share their ideas and effective practice.

Deaf@x website will run a number of competitions to help deaf children participate.

Story Alive

Led by Gillian Twait, from the Theatre in Education Group, Language Alive, this workshop was great fun, providing a number of imaginative yet practical ideas for bringing a story alive for primary children. Suggestions included:

- ◆ developing a story around the circle
- ◆ children being the trees, grandma, the house, the wolf, as the teacher told the story
- ◆ getting into role or responding to a character
- ◆ using simple props and dressing up items
- ◆ helping to create a sense of sequence in story
- ◆ using frozen tableaux of important points in the story

Shakespeare: English at Key stage 3 & 4

Roy Pierce Jones began this workshop with a video clip of Cymbeline, without sound. He encouraged participants to gain understanding of the story from visual clues alone – body language, darkness and light.

He recommended that to introduce a text, it is better to start with the children's strengths, not to look at the script but to consider the visual aspects of the play. The pupil's understanding of the text will be enhanced in this way.

The essence of Shakespeare is in the language but the challenge for Teachers of the Deaf is to enable students to appreciate the poetry at a higher level. Although that aspect of the plays is very difficult for the deaf, the students are still able to appreciate other strengths of the texts including the plot, the characters and the themes explored in the plays.

Roy highlighted the many support materials that are available in terms of CD Roms, subtitled videos, cartoon books and 'Shakespeare Made Easy' publications. He also suggested that activities relating the themes to contemporary issues may improve students' understanding.

Multimedia – BSL on Screen

Doug and Lynn Maclean from the Forest Bookshop reviewed a number of resources currently available.

Doug began by looking at resources to develop and refine pupils' BSL skills, to improve their English skills and to facilitate their access to the curriculum. Participants had a glimpse of CDs such as Basil's World and Elmer and signed videos of popular children's stories such as Kipper, The Whale's Song and the Chase Productions signed interpretations of Ladybird Books.

Lynn concluded the session with a review of recently published materials. New books, which should provide interesting reading to Teachers of the Deaf, include:

The Young Deaf Child, by David Luterman, 1999
Hearing Impaired Infants – Support in the First Eighteen Months, edited by Jacqueline Stokes, 1999
Issues in Deaf Education, edited by Susan Gregory, 1998

Recommended books about deafness for children included: Living with Deafness, When its Hard to Hear, Being Deaf. Details of all these publications are available from the Forest Bookshop.

The positive evaluations of the day suggested that the delegates had found the conference stimulating and enjoyable. Our thanks go to the conference committee whose hard work and careful planning ensured the success of the conference.

Education Action Zones

Following a recent NEC meeting, Educational Management Committee was asked to look at the implications of Education Action Zones (EAZs) for Teachers of the Deaf and deaf children.

At the moment it is unclear how many Teachers of the Deaf and deaf children are affected by these zones. The zones consist of groupings of 15 to 25 primary, secondary and special schools, working in partnership with business and others in the local community. The schools are principally in urban areas where there is a recognised need to raise standards in key areas - particularly literacy and mathematics. The zones are eligible for a grant from the government of £500,000 which can be supplemented by a further £250,000 provided the zone can also raise a quarter of a million pounds. In short, zones may receive up to a million pounds in extra funding - per year. The zones are supposed to exist for three to five years. There are currently 25 zones in operation.

Questions and concerns which emerged from our consideration of these zones included the following points:

- ◆ Teachers working in these zones will have different terms and conditions. What are the implications for Teachers of the Deaf working in units who might be working alongside colleagues with quite different terms and conditions? It seems that there might also be inter-school redeployment of teachers within the zones.
- ◆ The zones may choose to operate different holiday patterns. This could have significant implications for Teachers of the Deaf visiting schools in the zone to support deaf children but also working in the surrounding LEA which might be operating the traditional pattern.
- ◆ There seems to be a concentration on the areas of literacy and numeracy to the virtual exclusion of other areas of and the curriculum development.
- ◆ It seems that LEA units attached to schools in the zone will not be in receipt of any of the additional funding - nor will LEA support staff. There is a reference in the document to effective support but this seems to relate only to internal support. Throughout the document there is very little reference to children with special needs. Any reference to support seems to refer to children who are underachieving rather than needing support in order to access learning.
- ◆ There is no clear link to LEAs.

Deaf Teachers

Lynne Williams, Professional Development committee

Paul A. Simpson and Lynne Williams meet with Susan Daniels, Helga McGilp, NDCS, at NDCS HQ, London in May to discuss correspondence with the NDCS relating to concerns over the HIT group and BATOD's suggestion of a Special Interest Group (SIG). The purpose of the meeting was to find a way forward following the views expressed by some members of the HIT group and staff of the NDCS.

Helga McGilp explained her role in working with any 14-25 year old in FE or HE requesting help or advice. (Advice is also offered to 25+ age group if requested.) Deafened enquirers would be referred to National Association for Deafened People.

HIT group no longer exists. Its role has been taken over by NDCS. NDCS provided a taster course for deaf people wishing to be teachers (run in December 1999) was very successful. A bid has been made to run a 3 day course this year. This will be for 30 people. Some practical experience is built into the course.

The response from schools to offer places has been good from both schools for deaf and mainstream schools. Criteria for selecting applicants will be agreed but will target areas with few deaf teachers. Candidates must have the right qualifications and commitment, and show teaching expertise. NDCS does not support a different route for deaf people training as teachers except possibly TP placement.

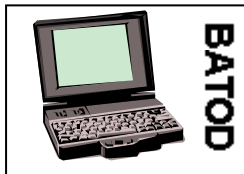
It was agreed that the past should be forgotten and we would move forward together. NDCS will refer to BATOD and BATOD to NDCS when appropriate. BATOD website will be updated removing references to HIT. NDCS to contact BATOD for assistance if another response is required for the medical conditions review. Paul A. Simpson will keep NDCS informed of developments regarding specialist teachers / mandatory qualifications. BATOD will not set up a Special Interest Group for deaf teachers.

The document assumes full implementation of the provisions of the recent Green paper on teachers' pay. As this is still at the stage of consultation and has been widely rejected by teachers and their unions, this seems premature to say the least.

It is not yet clear which of the above points will have an effect, negative or otherwise, on the delivery of the curriculum to deaf children. We propose, therefore, to place a notice in the Magazine, subject to the editor's agreement, to ask Teachers of the Deaf working in EAZs to comment on the effects of the zones on their work.

Phonak

advert on disk



ICT NEWSPAGE

Jane Frew

Any articles or items of interest, please send to: Jane Frew, 19C Thomas Court, Haydon Road, Dagenham, Essex RM8 2PA or tel: 0181 599 4820 or e-mail: ICTNewspage.batod.org.uk
Contributions to this page are always gratefully received!

Welcome back to the ICT newspage following the summer break - not a lot to report as not much information has been received over the summer months. However, in line with most of the world, a lot will be happening in the year 2000. Watch this space....

Early learning and special needs software

Topologika Software have produced several pieces of software which could be useful with deaf children. Produced in association with the Downs Syndrome Association, these include talking and signed flashcards to teach and reinforce a basic sight vocabulary of everyday words; talking and signed stories about everyday things; talking nursery rhymes. For more details, contact Topologika Software, Waterside House, Falmouth Road, Penryn, Cornwall, TR10 8BE. Fax 01326 376755
Minister for ICT (extract from TES Online)

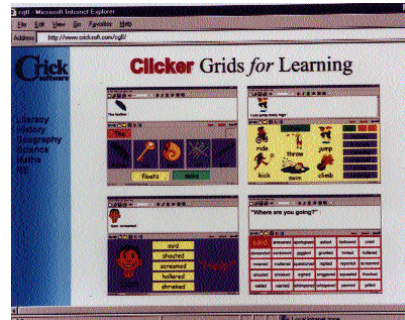
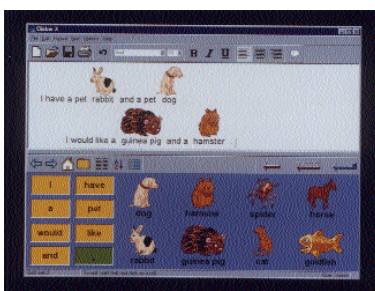
"In what is a British first, a government minister has been appointed to oversee...ICT in schools. Michael Wills will be responsible for the National Grid for Learning."



Conference on ICT, Literacy and Deaf Children

De@fchild UK is organising a one day Conference sponsored and supported by the DfEE on Thursday 6th January 2000 at the University of Reading.

The aim of the conference is to 'share information and good practice of ICT with teachers and other professionals as well as with parents, deaf adults and those concerned with deaf children and their education.' It is the intention of De@fchild to initiate other events throughout the UK over the next 3 years. More information from 0118 926 0257



Free On-line Resources for Teachers:

Clicker Grids for Learning from the Internet
Crick Software has launched a new free on-line service to teachers and other users of Clicker 3 on its web site at www.cricksoft.com/cgfl.

Clicker Grids for Learning is a continually growing bank of ready-to-use Clicker grids, which can be browsed and instantly downloaded by all owners of Clicker 3.

The grids focus on literacy and other areas of the curriculum. Crick's aim is to go on widening the categories covered by the grids, so that teachers have a growing resource for use in the classroom. A short description and a screen shot on the web site enables you to browse through the sets of grids. You can then download any that you choose for immediate use, complete with sound and graphics. The grids can be easily edited for personalised or differentiated needs.

Teachers and other users of Clicker 3 are invited to send grids to Crick Software for inclusion in the scheme, enabling the sharing of resources on a world-wide scale. Crick adds to the range regularly, enabling teachers to build up a library of resources for use in every area of education.

A range of more extensive complete Resource Packs for use with Clicker, is also available, demonstrating Crick's commitment to the needs of teachers in the classroom. Recent titles include Nursery Rhymes, for very young children and Picture Dictionary. Both packs include a range of related ready-to-use activities at different ability levels, based on the National Literacy Strategy framework.

Title: Clicker 3 for Windows 95
 Author: Crick Software Ltd
 Year: 1998
 Publisher: Crick Software, 1 The Avenue, Spinney Hill, Northampton NN3 6BA
 ISBN:
 Pages:
 Price: £80 for single user
 Reviewer: Yvonne Turner, Cwrt Sart Comprehensive School, Neath

Clicker 3 is a software programme to aid literacy, that can be used in a variety of lessons eg English, History and French. Programmes can be mapped to meet the individual needs of the children and the facilities of text, graphics and sound, make it a useful tool across the ability range.

I found the manual or 'User Guide' invaluable, it was a case of 'manual in one hand while typing with the other'. The developers suggest that the user should familiarise himself with the Tutorial section of the programme, before reading the remainder of the manual and I think this is sound advice. The Tutorial shows the different grids, items and procedures that are available in the programme.

The programme can help the teacher support the pupil, to reinforce vocabulary, build phrases and sentences, or longer pieces of writing. This can be done through the grids and cells. Grids can be developed for the individual child and may include text, graphics and sound; a limited amount of text; or a wider text selection. The manual takes you, step by step, through the process of building the grids and how to import graphics and introduce sound. I didn't find this easy. Developing the individual programmes does, however, allow for more independent study skills.

Clicker 3 has the facility of a word processor. It has an excellent range of fonts; clipboard; text selection, where it will find a specific text; the ability to save and edit grids; add or delete cells, that make up these grids - this is useful in the updating of individual programmes; and a wide range of tools are available on the tool bar.

The graphics are good and can be age appropriate to the text used. The use of word and illustration is a useful way to reinforce sight vocabulary. Clicker 3 can also automatically find a graphic to match any text in a cell, by the nomination of a folder, which contains the appropriate graphics.

There are two kinds of sound available in Clicker 3. The Computerised Sound, or Sound Samples. I find the Computerised Sound to be American, 'tinny' and of a fast pace. At times it is unclear. The Sound Samples are of a much better quality. A good feature of the programme is the facility of recording voice and 'dropping' it into any cell. This obviously has advantages of reinforcing pronunciation. The sound can be repeated at the click of a mouse, as many times as required. It can be introduced after a word

or sentence. I like this facility, as it helps increase the understanding of what a complete sentence actually is.

Clicker 3 can be utilized for the support of children who have difficulty with literacy, but through the sentence text building activities, it is also a useful tool for supporting and developing work for the more able pupils.

The programme includes descriptive and free writing, writing for different purposes, reinforcing subject specific vocabulary and developing character profiles. Some of the examples given in the programme for these activities aren't as appropriate as I would have wished, but grids and cells can be developed and deleted, to overcome this, as I have already mentioned.

Clicker 3 is worth considering if you are in the market for software, to aid your literacy programme. It is possibly more versatile than other programmes I have used and the combination of text, sound and graphics certainly allows a wider range of use. However, it is not for the faint hearted! Time and patience is needed to work through the many options available, besides a great deal of practice, to obtain the desired results. I also find that only one station is limiting and obviously restricts the programmes use and effectiveness.

This programme can be used with Primary and Secondary age children according to need. Teaching a secondary age group myself, it was particularly good to find a literacy software programme appropriate and suitable for older children.

On the whole Clicker 3 is one of the better programmes I have used, but it does take time to develop its whole potential. I must confess as one who is not 'at ease' with a computer, I did not find this programme totally user friendly. The user guide is now 'well thumbed' and always close at hand.

☺☺☺☺☺☺	Quality
☺☺☺☺☺	Value for money
☺☺☺☺☺	Educational value
☺☺☺☺☺	Overall

- ◆ The speed and quality of the sound depends on individual machines and can be adjusted once the program is installed - ring 01604 671691 for step-by-step help if you don't know how to do this.
- ◆ The grids provided are examples only and are in no way intended to be a comprehensive scheme. Clicker 3 is deliberately an open ended piece of software for people to tailor to their own needs.
- ◆ A licence for Clicker 3 can be purchased for any number of machines and is fully networkable - contact Cricksoft if you want prices (01604 671691).



Practising Teachers of the Deaf use these materials with their pupils before commenting for these reviews.

Title: WE CAN STOP IT (video / handbook)
Author: Hillary Claire
Year:
Publisher: Islington Safer Cities Project in conjunction with Islington Council & BEAM
ISBN: 1-874099-39-1
Pages: 84
Price: £39.95 Handbook alone £9.50
Reviewer: Mr A.T.Jones Headteacher

The 'We can stop it' pack consists of a spiral bound teachers handbook and a video. Both are very well produced and are user friendly. The pack is produced by the Islington Safer Cities Project, in conjunction with Islington Council and BEAM and is advertised as a 'whole school approach to combat bullying'.

The handbook reports on some of the work that has taken place in Islington schools in the year since an anti-bullying initiative began. It also provides background material, a suggested programme of INSET activities for staff meetings, to use with parents or ancillary staff, ideas for working with children and practical suggestions for schools to use and modify as individual circumstances dictate. It also contains an extensive resources list supporting the different themes which are explored. The handbook suggests that it is important for staff to familiarize themselves with the material contained in both handbook and video before taking it into the classroom.

The handbook is divided into 6 sections. Section 1 is entitled 'What's the problem?' It is an activity for staff and its aim is to enable the group to discover some basic facts about bullying. The section includes a quiz to test knowledge, characteristics of bullying, personal feelings about tackling bullying. Section 2 is again an activity for staff, it aims to establish the need for a whole school approach to bullying and looks at issues like identifying room for improvement in school, identifying personnel who need to be directly involved in the initiative and how they might be involved initially. It discusses the need for a policy or statement about behaviour and discipline and looks at the type of children who are the bullies and the bullied.

Section 3 is again for use in the context of an INSET. It aims to share some strategies for dealing with incidents of bullying. There are various case studies to be discussed and an activity to establish consistent procedures for dealing with incidents of bullying. Section 4 focuses on the need to involve parents in the school's anti-bullying policy.

Section 5 offers a variety of ideas, mostly for working with children, focusing on prevention and intervention, for example it is suggested that work could be done on gender stereotypes and on assertion training and self defence. The last section concentrates on record-keeping, monitoring and evaluation of progress made in combating bullying..

The handbook includes several case studies where schools discuss their progress in setting up bullying policies and a very useful list of resources dealing with several aspects of bullying, not only textbooks but also resources that can be used in the classroom when working with children.

The handbook ends with a questionnaire entitled 'Bully Busters Survey', that can be used with pupils to illicit their experiences and views on bullying.

The video illustrates many of the issues dealt with in the handbook. It is intended to be multi-functional - for use with both adult groups and with pupils. It complements the handbook and brings situations to life. It is sobering to hear and see children speaking for themselves on the subject of bullying and will generate discussion from all ages.

I recommend parts of this pack for use with pupils in PSE programmes but more especially for use an adult training programme.

Address: BEAM, Barnsbury Complex, Offord Road, London. N1 1QH

- ☺☺☺☺☺ Quality
- ☺☺☺☺☺ Value for money
- ☺☺☺☺☺ Educational value
- ☺☺☺☺☺ Overall

REVIEWERS SOUGHT

If you are interested in reviewing books and toys for classroom use please contact
Marion Williams
BATOD Magazine Reviews Coordinator
41 The Orchard
Leven, Beverley
East Yorkshire HU17 5QA

Title: ISSUES IN DEAF EDUCATION
 Author: Edited by Susan Gregory, Pamela Knight, Wendy McCracken, Stephen Powers and Linda Watson.
 Year: 1998
 Publisher: David Fulton Publishers
 ISBN: 1-85346-512-7
 Pages: 292
 Price: £18.50
 Reviewer: K. Bott. Bentley West Hearing Impaired Unit.

Issues in Deaf Education covers a wide range of topics by 28 different contributors. It is very readable, with information being easy to access. The book is divided into 5 sections. Each one has a short introduction giving an overview of the areas to be covered.

The themes covered are:

1 The developing deaf child and young person

This section deals with a Deaf child's relationships with family and peers. It puts the child's development into the context of not only the deaf community, but also looks at wider issues such as integration into ethnic minority communities and the child who has additional difficulties.

2 Language and Communication

The section on communication looks at development of language for hearing-impaired children. Signed and spoken language is dealt with and clear definitions of the different communication modes are included.

3 Teaching and Learning

This deals with issues in teaching and learning linked to the various communication modes mentioned and also to different subject needs. This section is of particular relevance to Teachers of the Deaf and looks at the roles of teachers in different educational settings. The chapter on Information Communication Technology looks at recent developments and how they can be of benefit to a hearing impaired user.

4 Audiology

Section 4 looks at a range of audiological issues including cochlear implants, otitis media and the development of hearing screens. The chapter entitled 'Recent technological innovations within paediatric audiology' looks at the specific needs of child hearing aid users and deals with recent advances in the development of digital hearing aids.

5 The context of the education of deaf children

The final section looks at the wider issues of deaf education. The first chapter in this section looks at perceptions of disability, looking at the medical, social and educational models.



The chapter on 'The educational attainments of deaf children' considers ways in which progress is measured and the increasing accountability of schools. The chapter in this section entitled 'Policy and practice in the education of deaf children and young people' looks at recent government initiatives in Special Educational Needs provision and the impact this has on the education of hearing impaired children. The last chapter in this section looks at a more global perspective.

As a wide range of topics are covered, different sections have specific relevance to different readers. Teachers, parents and audiologists will all find areas of interest in this book. I feel it is particularly relevant to student Teachers of the Deaf as it gives an overview of current research across a broad spectrum.

Because of the wide scope of the book, some issues are not dealt with in great detail, but there are very comprehensive references to enable the reader to find more detailed information. As a Teacher of the Deaf, I found this a very valuable resource.

☺☺☺☺☹	Quality
☺☺☺☺☹	Value for money
☺☺☺☺☺	Educational value
☺☺☺☺☺	Overall

The Language of Examinations
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In the mail box....

Re: Concerns over the large number of visitors from different Implant Centres to small hearing-impaired units.

The issue of several different Centres being involved with different children at the same school has been raised by concerned teachers. This might mean that a single Teacher of the Deaf in a small unit is being visited by up to four different Implant Centres. This must place an extra burden on Teachers of the Deaf who are asked to report on different programmes set up by the teams and may involve learning how to deal with devices made by several different manufacturers. We would expect this to happen in large schools for the deaf but it is happening in mainstream primary schools in areas such as Colchester and Cornwall.

In many schools only one Implant Centre is involved and often close working links are established. The teachers can support each other closely over the individual needs of the implanted child and the visiting teacher builds working relationships with other professionals involved: the speech and language therapist, educational audiologist, classroom assistants, head teachers and heads of service.

While it is important for parents to have choice, is it an informed choice? Are parents passing two or three Implant Centres every time they make the long journey to the hospital. The visiting Teacher of the Deaf has to then make the same unnecessarily long journey to visit the child's school.

Why do parents choose distant Centres? Perhaps the family been referred to one particular Centre because the consultant knows someone there, rather than considering all the options. There may be specific reasons for choosing a Centre with expertise in dealing with other health problems.

What can be done to solve this problem? It is a matter of keeping everyone fully informed. Make sure your parents are aware they are making a choice. A choice which affects the family and the work of the Teachers of the Deaf in the school.

Jenny Begg, Teacher of the Deaf
East of England Cochlear Implant Centre, Box 163, Addenbrooke's NHS Trust
Hills Road, Cambridge CB2 2QQ

Dear Jenny

You raise a valid point where staff from different Cochlear Implant Centres [CIC] visit smaller Units imposing an extra burden on involved Teachers of the Deaf. However, parental choice, as we all know, is not always based on proximity. In education, this resulted in the 'Greenwich' ruling. I think it is something we have to live [and work!] with, given the increasing number of centres around the country. Medical and educational providers recognise the importance of parental choice.

Teachers of the Deaf have a responsibility to keep abreast of current developments and practice including those of cochlear implantation in order to usefully inform parental choice. In the UK, we've had the considerable achievement of close collaboration between educational services and provision and CIC teams. BATOD was a key player in the production of the Teacher of the Deaf Guidelines (published in the BATOD Magazine November 1996).

After 10 years of paediatric implantation in this country it may be timely for us all to ensure that our guidelines reflect current practice. BATOD Officers are happy to work together with the original authors of the guidelines in order to review them.

Thank you for bringing the concern to our attention.

Pauline Hughes
Immediate Past President
[for BATOD Officers]



BE 56 D

DANAVOX

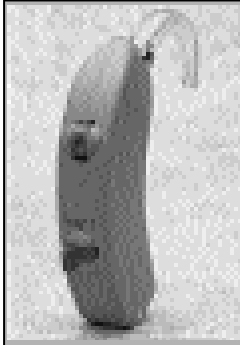
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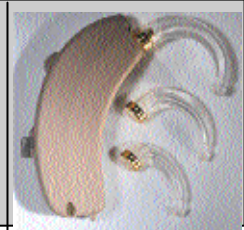
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The British Association of Teachers of the Deaf

AUDIOLOGY REFRESHER No 10

PURE TONE AUDIOMETRY (Unmasked Bone Conduction)

Sue Westhorp

Pure tone audiometry by bone conduction is used in conjunction with air conduction measures to gain more information about the nature of a hearing impairment.

Purpose of the Test

Pure tone audiometry by air conduction, using headphones, determines the quietest sounds that can be heard at each frequency in each ear, i.e. the threshold of detectability (in dBHL). Once this measure has been made, pure tone audiometry by unmasked bone conduction is used to gain more information about the **nature** of the hearing impairment.

The results recorded by air conduction give an overall level of hearing. This is then refined to determine which part of the hearing mechanism is giving this response. Bone conduction thresholds are measured by introducing pure tones through a vibrator which is placed on the mastoid process. Results are recorded on the audiogram in dBHL.

The vibrator can be placed on either side of the head. The signal by-passes the outer and middle ear and is delivered through the bones of the skull directly to both cochleas. The thresholds recorded will be those of the cochlea responding to the quieter stimulus. This gives information about the sensori-neural component of a hearing impairment.

Results of air and bone conduction are compared to determine the nature of the hearing impairment: conductive, sensori-neural or mixed.



Rationale

To establish the threshold of detectability of the better cochlea.

Criteria

The child/adult is prepared to wear a vibrator on a headband and can wait and indicate in some way that a sound has been heard.

Procedure

Generally air conduction thresholds are obtained first and if these indicate a hearing impairment then bone conduction measures can be made.

The procedure is the same as for air conduction using the 10 down, 5 up method for presentation of tones.

The British Association of Teachers of the Deaf

- ♦ the vibrator is placed on the mastoid, away from the pinna and hair. The other side of the headband is placed in front of the other pinna, on the cheek so as not to obstruct the ear canal
- ♦ the child/adult is instructed to indicate when a tone is heard
- ♦ the test tone should be of 1-3 seconds duration
- ♦ the length of time between presentations should be varied
- ♦ the signal is presented at the threshold of air conduction or just below, taking into account the maximum output of the audiometer
- ♦ increase in 5dB steps until there is a response
- ♦ decrease in 10dB steps until there is no response
- ♦ increase in 5dB steps until there is another response
- ♦ threshold is the lowest level where at least half of the responses are achieved ascending in 5dB steps

Note

Unmasked bone conduction thresholds are indicated on the audiogram form with a small triangle.

The frequencies tested will be dependent on the results of air conduction testing.

Testers need to be aware of vibro-tactile thresholds when employing bone conduction audiometry.

These are recognised to be:

250Hz: 20-40 dBHL

500Hz: 55-70 dBHL

1KHz: 80-85 dBHL

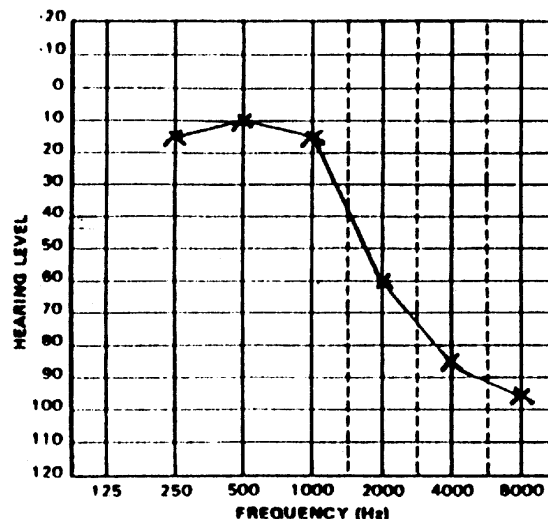
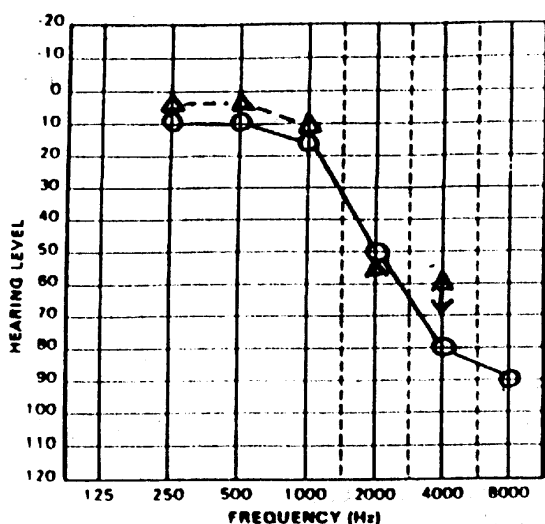
These are levels at which the responses obtained may be to a stimulus that is felt rather than heard.

Bone vibrators are limited in their frequency range and the output they can give; up to 30/40 dBHL at 500Hz to 60 dBHL at 1, 2 and 4 KHz.

Interpreting the results

In practice a gap of 15db or more between an air conduction and bone conduction results at any one frequency is generally considered clinically significant.

Certain audiogram configurations make masked bone conduction essential.



Audiology refreshers numbers 9 & 10 describe the procedures for performing pure tone audiometry by air and bone conduction.

Audiology refresher number 11 will describe the procedure and reasons for using masking in pure tone audiometry, eg transcranial attenuation and the air-bone gap.



COMMUNICATION 2000

HELP!

RESOURCES URGENTLY NEEDED

Our conference is organised jointly by BATOD and BAPO (British Association of Paediatric Otorhinolaryngologists). We first thought of 'Communication 2000' as an exciting opportunity two years ago but the Millennium fast approaches!

The idea was to bring together the range of professionals involved with deaf children to promote communication between professionals on behalf of the children. The response so far is really encouraging and not only from this country. We have major speakers from the UK, USA, Europe and Australia in all the areas of interest to us: audiology, medical issues, early intervention, children with complex needs, information and communication technology, communication, and educational choices and outcomes.

It will provide you with a rare opportunity to discuss the major issues with colleagues and experts in the field and to gain an international perspective too.

Are you doing innovative work with deaf children or do you know someone who is? Join the growing group of registrants and think about sending an abstract for a paper about your work to Sue Archbold at Nottingham Paediatric Cochlear Implant Programme details on the flyers.

Hope to see you there!

Sue Archbold

Don't be without a copy of Guidelines for Hearing Assessment of Children with Complex Needs

Devised by the Audiology and Educational Technology Committee to help professionals who are involved with hearing assessments of children who for many different reasons, prove difficult to test.

These Guidelines cover the preparation for testing to establish whether a child who has any combination of multiple physical, sensory, learning or behavioural disability has a significant hearing loss; modifications to regular test procedures, considerations and further reading. The appendices offer examples of good practice.

Order your copy NOW (price £5.00 inc p&p) from BATOD Publications, 41 The Orchard, Leven, Beverley, East Yorkshire HU17 5QA

BATOD and the RNID have been approached by Chris Stevens of BECTa . He is working with the DfEE on a website for teachers of children with special educational needs with particular reference to inclusion. He would like suggestions of some good quality, well referenced, tried and tested resources for use with deaf children (not solely in integrated settings). These resources could range from text books to CD-ROMs, games, information packs, references to useful websites etc. Of particular interest will be those resources which Teachers of the Deaf have found especially useful in their day-to-day work. Please let me have details of any such resources with as much information about publisher, cost, availability, ISBN number etc. as soon as possible. A short comment about why you find this resource so useful would also be extremely welcome.

Many thanks for your time.

Paul A. Simpson
Hon Sec. BATOD

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Federation of Deaf People - THE VOICE

Sandra Dowe

C'est arrivé, to read over a glass of Beaujolais Nouveau, the only satirical quarterly magazine about deaf current issues. It was born when Doug Alker left his post of Chief Executive to the RNID to exercise his creative abilities in this unique publication.

Before Con Powell, Ivan Tucker and faithful DELTA members get excited, THE VOICE is a carefully chosen title (for the deaf equivalent of PRIVATE EYE) which does not refer to the physical use of voice but rather strongly expressed views in writing which emanate from a logo showing a pair of signing hands.

It pulls no punches, focusing on weak spots in services for deaf people; these include social, legal, interpreting, health and of course education.

The FDP is not a charity, nor is it affiliated to any other national deaf organisation, but is financed by members subscriptions at £15 per annum and open to anyone interested. It is very proactive and organised a march in London on 27th June 1999 which attracted 4,000 people who demanded the recognition of British Sign Language as a native language of Britain.

On 6th November 1999 it holds its second annual conference at Cadbury World in Birmingham with the theme MAKING IT HAPPEN.

As a passive hearing member of the Federation, I enjoy THE VOICE with its front page headline and captions, its cartoons and regular columns from Jean Paddieu (alias Paddy Ladd), Incantations of the Magi, The Big Issue and Foreign Column.

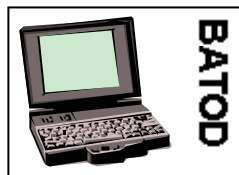
So if BATOD members want to be up to date with the deaf news, albeit presented in a satirical punchy format, do subscribe to the FDP by sending your £15 cheque to: The Federation of Deaf People, PO Box 11, Darwen, Lancs BB3 3GH - it's good journalistic value.

Not a BATOD member?

Enjoying a quick flip through your colleague's Magazine?
Interested in attending some of the courses and meetings reported?

Don't delay - Join BATOD Today

Three opportunities to develop your ICT skills



Three one day sessions have been organised to give Teachers of the Deaf the opportunity to develop skills in Internet and Software use.

South: Bishop David Brown School, Woking,

Midland: RSD Derby

North: Chuter Ede, South Shields

Mike North and Sue Stephens (RSD Derby) are offering a one day project with the possibility of a follow-up later in the year. The course content sounds exciting.....

Using ICT to Develop Literacy Skills with Deaf Children

A full day course run by Mike North and Sue Stevens.

Course content:

This full day course will provide an opportunity to develop your own ICT skills, see examples of children's project work and develop material for your own situation.

The project will require you to use a scanner or digital camera but assistance will be given with these if needed. There will be time for discussion and exchange of ideas, the atmosphere will be informal and hopefully you will have fun.

An Introduction to the Internet and its use in the classroom

Basic use of the Internet will be demonstrated and there will be an opportunity to try it for yourself. Information will be given about how to make the best use of the Internet with children and there will be time to exchange ideas. There will be a presentation to show how material downloaded from the Internet can be developed into a classroom project and provide computer based worksheets for children to use.

Software

A look at the software used by practising Teachers of the Deaf and an opportunity to share your own favourites.

Interested? Then complete and return the application form with this Magazine and come along.

Starkey Owl

WORKING PARTY ON SIGNED ENGLISH

Annual General Meeting
26th January 2000
Church House, Westminster, London.
For further details please contact the Secretary
on 01252 544 978

As a taster here is a summary of last year's meeting provided by Leslie Collett, Judith Welch and Hilary Dumbrill.

WORKING PARTY ON SIGNED ENGLISH

The Annual General Meeting 27.1.99 provided workshops considering the place of Signed English.

Signed English in a Bi-lingual setting

chaired by John Evans

What did the group understand by a 'bi-lingual setting'?

There were two overall views on bi-lingualism:

- ◆ British Sign Language - pure oralism
- ◆ British Sign Language - any form of English, (oral, Sign supported English, Signed English)

The LASER booklet on Sign Bi-lingualism was recommended.

The group agreed on the following issues:

- ◆ every child needs at least one full language
- ◆ while BSL is closely related to Deaf culture it is essential that Deaf pupils fully understand its linguistic significance.

The aim of Signed English was to help Deaf children acquire English, to give them access visually as hearing children have access aurally.

Experience has shown that the problem is more complex and teachers need to continually assess Signed English. However, it was felt that Signed English was an essential tool in helping Deaf pupils.

Signed English in the Literacy Hour

Wendy Mears, Deputy Head, Royal Cross School for Deaf Children, Preston.

Wendy's workshop was very clear and interesting. She explained that Signed English is used at Royal Cross as a metalinguistic tool for teaching and talking about the rules of English grammar. Both BSL and English are used at Royal Cross. BSL has grammatical rules which are visual and therefore fully accessible to deaf children but aspects of English grammar are not necessarily accessible because they are reinforced by hearing or lip reading very small differences between spoken words eg cat vs. cats, walk vs. walking vs. walks vs. walked. Signed English can be used to make English grammatical markers accessible in a visual way.

At Royal Cross, Signed English is not used as a communication mode and pupils are encouraged to drop the markers once they fully understand and have internalised the rules. Pupils communicate in their preferred mode of either BSL or SSE in day to day situations. Signed English is not introduced at all until pupils have achieved basic language and communication skills in terms of being able to convey ideas by linking key words in sign and/or speech.

Signed English in a Speech and Language Setting

Barbara Norris, Speech and Language Therapist, Royal School for the Deaf, Exeter.

Barbara was first introduced to Signed English when she started work as a Speech and Language Therapist (SALT) at the Royal School for the Deaf, Exeter.

The discussion centred around two main areas, the similarities between the work of ToDs and SALTs and the importance of Signed English as a tool for teaching the structure of English Grammar.

In some areas the SALTs work with the ToDs as part of the school staff. With this close working relationship they were able to take an active role in writing pupil reports and setting appropriate National Curriculum Targets. For others the well known problem of health and education boundaries made partnership between ToDs and SALTs difficult to establish. The provision of SALTs working with hearing impaired children seems to be very variable.

Ability to use BSL to at least Stage 1 was considered essential for anyone wishing to learn Signed English as a teaching method. Most felt that a basic knowledge of BSL grammatical structure was helpful in understanding some of the common written errors made by hearing impaired children.

It was pointed out that research indicates that a single sign for a word makes learning new vocabulary more accessible and SE does provide signs for basic English grammar. SE was also thought helpful with articulation, probably because the association between the spelling of the word and the articulation of the same word may also be more obvious when one sign equals one word.

Resources that were found useful when using SE included: Wellington Square, Oxford Reading Tree, Derbyshire Language Scheme and the John Horniman School for Language Disordered Children scheme, Language through Reading.



The rotated logo is NOT a mistake... a suggestion from a member was to make the T stand up. Rotating through 90° does that. Comments to the Editor please.

PROFESSIONAL DEVELOPMENT

The Committee has been concentrating on the organisation of the Manchester conference and AGM. Plans for the National BATOD Conference in 2000 include seeking a venue in Cardiff. Ideas for topics are being considered.

Consideration of the issues surrounding the accreditation of courses continues following the Course Providers' meeting. Further details will be available in due course.

As part of the awareness raising for new Teachers of the Deaf a BATOD representative usually addresses each of the current training courses. The committee has been checking that each course has its representative. Who this will be for the University of Hertfordshire course is still to be confirmed. The course at Caerleon will go ahead and it was confirmed that there will be teaching practice placements. The University of Wales will validate the course. John Jones will be the course representative.

A response to the STRB has been written and jointly submitted by BATOD and VIEW. A summary is printed in the November Magazine and the whole text is available on the Website.

There has been no further progress with the proposal to have a modular CPD course included in the Magazine.

Lynne Williams
Chair PD

AUDIOLOGY AND INFORMATION COMMUNICATION TECHNOLOGY

Acoustic treatment of classrooms:

Pilkingtons (the glass people) have produced a useful brochure on standards for new buildings. Ways are being considered of using this and other available information to inform good practice in schools.

Audiometry in schools:

The committee is following up an article first published in BSA News to initiate discussion on how, when, where and by whom this should be undertaken.

Russell Brett is to be asked if he will represent BATOD on NCPA (National Council for Professionals in Audiology)

New Opportunities Fund (NOF) - ICT Initiative:

The bid to NOF was submitted to the TTA by De@fchild UK in July. Although the timescale for decision making is not known a meeting will be convened as soon as the outcome is known. De@fchild UK is organising a one day conference sponsored by the DfEE on Thursday 6 January 2000 at the University of Reading. BATOD has been invited to participate.

David Hartley
Chair, A&ICT Committee

Implant Centre Teachers of the Deaf

The Teachers of the Deaf who work in Cochlear Implant Centres throughout the UK meet twice a year to exchange information and ideas.

This summer (July 1999) the venue was Nottingham Paediatric Cochlear Implant Centre. A useful update on equipment issues, staffing levels and interesting cases was given by each centre represented at the meeting.

In the afternoon the meeting looked at different assessment materials being used across the country. We made some comparisons but felt we needed more time on this topic at the next meeting. We saw a demonstration of the database being developed by the Nottingham team which may be a useful tool for other centres. It can be used to keep track of assessments, progress monitoring of patients and appointments.

Jenny Begg ToD
East of England Cochlear Implant Team

What went on at NEC on 2 October 1999

Peter thanked everyone and welcomed several new faces to NEC. Two new region representatives - Alison Weaver (Midland) John Shaw (SW - Exeter) and Peter Preston observing as the new NEC member on A&ICT.

The BATOD constitution divides the UK into regions it was felt that the term was inappropriate with reference to Northern Ireland, Scotland and Wales. Following discussion about necessary changes to the wording of the constitution it was agreed that the word would be dropped when referring to the three countries. Much hilarity followed as during the meeting members tried to adhere to the agreement!

Although in the past raw data from the Survey has been printed in BATOD publications it was agreed that this practice would be discontinued. Instead, information about trends and developments would be published in the Magazine. Raw data will still be provided where appropriate in response to queries to Margaret Eatough, the Survey Co-ordinator.

Peter informed the members that the Officers had had a useful meeting with the publisher Colin Whurr during which the progress of the Journal 'Deafness and Education International' (DEI) was discussed. It was felt that the past year had been successful and the future looks rosy! Whurr do hope to include some advertising in the Journal in future although it is hoped that this will not prejudice the advertising in the Magazine. In the hope of ensuring continuity it is intended to appoint an assistant editor for the Journal.

The joint BATOD / BAPO conference communication 2000 is generating interest from home & abroad and there are already paid-up registrants. Eye-catching flyers and posters are now available.

Within BATOD there are distinct moves to develop Continuing Professional Development (CPD). This includes working with TTA, DfEE and the Course Providers. The Professional Development Committee is also working towards BATOD's involvement in accreditation. This is not the same as validation. Validation is where a course is considered and approved. Accreditation deals with course standards and content. Sue Archbold reported that the review of the mandatory qualification is to look at the content and delivery of Teacher of the Deaf training - to develop consistency between courses - but not to review its continuing existence which has recently been strongly supported by Charles Clarke (formerly of the DfEE).

The BATOD Consultant Ted Moore has been hard at work again (in collaboration with VIEW) to make a submission to STRB on behalf of both Associations. The full text is on the BATOD Website and a summary available in this Magazine. NEC strongly supports such collaborative working. We are already involved in co-operative activities with RNID, NDCS and other organisations encompassing a wide range of issues concerning deaf children.

A recent press release from NDCS reports that the society has been granted £167,000 for educational and other initiatives in Scotland. BATOD Scotland will be following their progress and offering support and involvement as appropriate.

Paul A. Simpson read out parts of a faxed letter from NEC member Helen Griffith who has a contract at the International School at Lusaka, and wrote from Kariba.

Unfortunately the 16 colleagues who went out with Helen have so far failed to obtain work permits to begin their work. Helen may have to return to the UK before getting a taste of working abroad!

The news of Sister Barbara's death was noted by NEC members with sadness. Fond memories of her influence on the education of deaf children and her work at St John's (Boston Spa) were exchanged. There will be an obituary in the January Magazine.

Financial aspects of conferences and events were considered. The charges to exhibitors at conferences could be more streamlined. Methods of seeking sponsorship are being seriously considered so that an approach is co-ordinated. This could allow the potential to be exploited more effectively.

The Treasurer reported a total membership 1636 at the time of the meeting although numbers do fluctuate daily with resignations and new joiners. It is hoped that all new ToDs will become BATOD members. Consequently, feedback about increased membership following talks to ToD training courses will be useful in assessing the efficacy of these talks. There are a number of ToDs who believe that they are part of a corporate membership as one member of staff is a named BATOD member. No such provision is available and consideration of corporate membership and corporate cheques was discussed. There will be a paragraph in the Magazine reminding members that there is only individual membership. BATOD's only income is from membership subscriptions and so the practice of 'sharing' membership denies the Association additional funds which could be used to continue the work done on behalf of BATOD members. Jacqui Hurley outlined the SW region's plans for contacting and encouraging all ToDs in the region to become BATOD members and it is hoped to produce a short document to explain the idea to all BATOD regions.

2001 will be BATOD's 25th Birthday. There was consideration of ways to celebrate this milestone. Any suggestions from BATOD membership would be gratefully received by the Hon Sec. If members began teaching deaf children, qualified or had a deaf child in 1976, NEC would like to hear from them.

Committees of NEC made several requests for further information from BATOD members especially about neo-natal screening and also about direct involvement in the SEN regionalisation projects. This is tied with the advent of neo-natal screening. BATOD needs to work with NDCS, RNID and others to develop training needs for Universal Neo-natal Hearing Screening (UNHS).

Following the comments from the Course Providers about the Eichholtz prize (previously awarded to outstanding students on the BATOD ToD training course) and the general feelings of NEC members, suggestions are requested for a new direction for this award.

The meeting closed with a fond farewell to Pauline Hughes who was attending her last NEC. Her term of office as Immediate Past President is complete in November. Ted Moore outlined Pauline's considerable skills which she has used to the full in the interests of BATOD before President Peter Annear presented her with a bouquet. Pauline will continue to support NEC members, represent BATOD and carry on her invaluable work proofing the Magazine.



Membership subscription rates

1999 / 2000

	due 1 August 1999		
	Annual Direct Debit	Quarterly Direct Debit	Cheque
Full members in employment	£ 35.00	£ 9.25	£ 40.00
Full members taking a career break	£ 17.50	£ 4.75	£ 20.00
Associate members in employment	£ 35.00	£ 9.25	£ 40.00
Associate members, unwaged (in training as Teachers of the Deaf)	£ 17.50	£ 4.75	£ 20.00
Retired members	£ 22.00	£ 6.00	£ 25.00

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 Learning Support Assistants or in similar roles who do not wish to receive the Journal.

The NEC has decided that Retired Members who reach the age of 80 should be given free membership of the Association. This is largely due to representations made by Mr Rudolf Crossley. Any members who reach this milestone are invited to contact the Treasurer who will then make the necessary arrangements.

Full and Associate members who are entitled to a reduced subscription should notify the National Treasurer of the circumstances by 30 June for the following years' 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

**BATOD National Treasurer
Mr Bev McCracken
200 Bramhall Lane South
Bramhall, Stockport**

Tel / Fax 0161 439 4586
email: treasurer@batod.org.uk

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

Name _____ **changed to:** _____

Address _____ **changed to:** _____

Post code _____ **Post code:** _____

Meetings to know about

Date	Organisation	Meeting Topic	Venue
November 6 6 20 24-26	BATOD South West NPCIP BATOD HSSDC	Regional Meeting Paediatric Cochlear Implantation AGM and Conference National Conference	Plymouth Nottingham Manchester Hull
December 6	RNID	A review of Good Practice Conference	Euston, London
2000 January 6 12-15 22 29 29	De@fchild UK BETT 2000 BATOD NEC BATOD South West A&ICT	Sharing Good Practice Education Technology Show Association business Committee business ICT Skills	Univ. Reading Olympia, London London RSD Exeter RSD Derby
February 12	A&ICT	ICT Skills	Woking, Surrey
March 3/4 4 18 23-25 25/26 Mar 30-1Apr	BATOD NEC BATOD South A&ICT emap BATOD NPCIP	Officers Meeting Behaviour Management Strategies ICT Skills The Education Show National Meeting Advanced workshop	TBA Penn School South Shields Birmingham NEC London Nottingham
April 6-9	BATOD/BAPO	Communication 2000	Nottingham
May 13 13 19	BATOD South West BATOD South BATOD NEC	AGM AGM & Conference on Numeracy Officers & Committee Chairs	TBA RSDC Margate TBA
June 16 17 23 /24	BATOD NEC BATOD NEC NDCS	Officers & Region Representatives Association business Technology Open Day	TBA TBA Wolverhampton
July	ICED	International Congress	Australia
Sept 9 23	BATOD Officers BATOD NEC	Association business planning Association business	TBA TBA
Nov 17	BATOD Officers	Association business planning	TBA
Dec 2	BATOD NEC	Association business	TBA
2001 March	BATOD	AGM	TBA

Add your own Calendar dates here:

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 the conference, NOT the Editor of this Magazine.

DISCLAIMER

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

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