



R N I B
Northern
Ireland



Northern Ireland Sensory Impairment Conference (and *BATOD AGM*)

**28 August 2019
Jordanstown School Belfast
Delegate Pack**



N. Ireland connecting sight, sound and life



RNIB
Northern
Ireland



Time	Description
8:45 – 9:40	Registration opens (Atrium) <i>Time to Browse exhibitor space, networking</i>
9:45 9:55	Welcome & housekeeping
9:55 - 10:05	Opening speaker -Koulla Yiasouma, Northern Ireland's Commissioner for Children & Young People
10:05 - 10:15	Opening speaker - Pauline Leeson, CBE Chief Executive of Children in Northern Ireland
10:15 - 10:45	Keynote speaker - Steph Halder (BATOD President) & Steve Rose (NatSIP Associate)
5 min	Transition to workshops
10:50- 11:35	Workshop 1
11:35 - 12:00	Break <i>Browse exhibitor space</i>
12:00- 12:45	Workshop 2
5 min	Transition to workshops
12:50 - 1:35	Workshop 3
1:35 - 2:30	Lunch, Browse exhibitor space, Networking <i>1:35-1:55 (AGM for BATOD members)</i>
2:30: 2:50	<i>Presentations from RNIB, SENSE, Guide Dogs</i>
2:50 - 3:35	Keynote Speaker - Steve Rose
3:35 - 3:45pm 4pm	Closing comments, feedback forms Delegates depart

Opening speakers

Koulla Yiasouma

Koulla Yiasouma took up appointment as NI Commissioner for Children and Young People (NICCY) in March 2015.



Koulla trained as a social worker and previously worked in probation, NI Women's Aid and prior to her appointment was the Director of Include Youth for almost 17 years. She has also been involved in the boards of a number of voluntary and community based organisation as well as non-departmental public bodies. She is a passionate advocate for the rights of all children, especially those with the most challenging behaviours, and she represented

these issues on these bodies.

As a Human Rights institution, the NI Commissioner for Children and Young People is appointed by the First and Deputy First Ministers and tasked to promote and safeguard the rights and best interests of children and young people across Northern Ireland. This includes advising public authorities, and holding them to account in a variety of ways, on their delivery of children's rights. Koulla set key strategic priorities for her term in Office. These include addressing educational inequalities, tackling child poverty, improving emotional and mental well-being and addressing the on-going legacy of the conflict on children and young people.

Koulla is of Greek Cypriot origin and is married with two daughters. She was born in London and is therefore an avid Arsenal supporter.

Pauline Leeson, CBE

Pauline Leeson is a Social Worker and Chief Executive for Children in Northern Ireland, the regional network for the children's sector. She is an Independent Member of the Lisburn and Castlereagh Policing and Community Safety Partnership and was awarded a CBE in 2013 for services to children in Northern Ireland. She chairs the Children with a Disability Strategic Alliance and the Child Poverty Alliance. Pauline is also a member of the Safeguarding Board (NI), the Children and Young People's Strategic Partnership and is a non-executive director of the Southern HSC Trust.



Steve Rose



Steve Rose is a speech and language therapist with experience of working in the voluntary sector and NHS across a range of settings. Skilled in the engagement, assessment and management of children and young people with multiple disabilities, relating to sensory impairment and associated conditions. This includes deafblindness, cerebral palsy, autism and rare diseases. Steve is passionate about developing evidence-based practices focusing on parent-child interaction, early intervention, tactile communication and communication partner competency. Previously he led the Children's Specialist Services Team at Sense and currently works in the Wolfson Neurodisability Team at Great Ormond Street Hospital as well as working as an independent speech and language therapist and consultant on Deafblindness. His work includes working with schools, therapy teams, NGOs and individuals, as well as being a NatSIP associate and national clinical advisor (MSI) to the RCSLT.

Steph Halder



Steph Halder is a Qualified Teacher of the Deaf and is currently Head of Department Specialist Teachers of the Deaf at University College Hospital London. She has been a Head of a Sensory Support Service in London and for eleven years was Lead Teacher for St. George's Auditory Implant Service. Steph has also worked in a wide range of settings with deaf children including a school for the deaf, early years, primary and secondary resource provisions as well as peripatetic services. She has a special interest in complex needs including children who are deafblind. Steph is passionate about working collaboratively and developing strong partnerships with colleagues within Education, Health and Social Care. Steph is the current BATOD President.

Workshop leads

Caireen Sutherland



Caireen Sutherland is a qualified teacher with the mandatory qualifications for vision and multisensory impairment and has been working in the field of SEND since 1999. She currently works as Principal Education Officer at the RNIB. She has previously worked in Local Authority Sensory Support services, for Sense and as a freelance consultant. Her passions include: optimising independence for children and young people with sensory impairments, developing tactile learning skills, improving use of technology, awareness and support for young people with CVI (Cerebral Visual Impairment) and maximising the benefit of functional vision

assessments. Alongside her role with RNIB Caireen continues to maintain some consultancy work and to allocate time to developing technology training from her international research fellowship.

Ginny Matthew



Ginny Matthew has been working as a functional vision assessor with Peterborough City Council's Sensory and Physical Support team for almost 2 years. Prior to this Ginny worked for Sense for 27 years - 20 years in in the adult accommodation service and 7 in the specialist children's service in children's and family support. Before that Ginny had a variety of jobs including several years working at a residential school run by the charity now known as Scope and about 12 years as a neurophysiology technician in children's hospitals in the UK and Canada. She has an honours degree in Psychology from Leicester University and a PhD in Learning Disability from University of Kent. Ginny is now almost halfway through the QTVI course at Birmingham University. She says "I never stop learning!"

Rachel O'Neill



Rachel O'Neill is a lecturer in deaf education at the University of Edinburgh. She has an active research profile, working closely with the Scottish Sensory Centre which is based in the School of Education. Her previous work from 1981 – 2006 was working as a teacher of deaf children and young people in schools and colleges in Greater Manchester. During the 1980s she also trained as a teacher of English as a Second Language which informed her work with deaf children. Since 2006 she has been co-ordinating and teaching on the Postgraduate Diploma in Inclusive Education (Deaf Learners) at the University of Edinburgh. Her research interests

include transitions of young deaf people from school to college, university and work; online reading skills; families living on a low income bringing up deaf children; the British Sign Language Glossary of curriculum terms for STEM subjects; language policies and their effects on deaf children. Rachel is the UK Editor for *Deafness & Education International*.

Julie Graham



Julie Graham is a teacher by profession, having obtained a First Class Honours in English from Queen's University in 1999, followed by a PGCE also from Queen's in 2000. She obtained qualified teacher of the deaf status in 2007.

Julie spent the first four years of her teaching career teaching English in a mainstream grammar school for girls in South Belfast. Whilst working at this school, she was honoured to be the NI regional winner of the prestigious Teaching Awards 2003, "Outstanding New Teacher in a Secondary School". Julie moved into the field of Deaf Education in 2004, taking up a teaching position at a school for deaf children in England. Eventually, Julie became Assistant Headteacher with overall responsibility for learning and teaching across the school's secondary department. As such, she has a particular interest in deaf children's literacy development and has presented widely on this topic at international, national and regional conferences.

Julie currently works within the voluntary sector where she manages a play service for young deaf children and their parents. As part of her current remit, she has undergone extensive postgraduate training to become a certified play and creative arts therapist, specialising in working with deaf children.

Martine Monksfield



Martine Monksfield currently works as an advisory teacher of the deaf for Haringey and Enfield (North London). Prior to this, she worked as a Primary Teacher of the Deaf (ToD) at Blanche Nevile Primary School for the Deaf, which was situated with a mainstream school. Martine also worked at a resource provision at a Primary mainstream school. She co-founded the d/Deaf ToD group, which serves as a support network (amongst other things) for d/Deaf teachers. She is currently the Chair of that group.

Martine is Deaf and originally hails from Northern Ireland. She is pleased to be back on home turf today.

Paul Simpson



Paul Simpson is the National Executive Officer of the British Association of Teachers of the Deaf (BATOD) (0.6).

Paul has worked in a secondary school for deaf children where he was housemaster, and as a peripatetic teacher, head of specialist support services, head of a primary school for deaf children and in a primary resource base. He also worked for the RNID (now Action on Hearing Loss), writing educational publications.

He is the Chair of the Deaf Education Support Forum, Secretary of CRIDE and represents BATOD on the Access Consultation Forum of Ofqual. He works closely with the DfE, NDCS and other statutory and charity organisations.

He is a member of the NatSIP reference group.

He is involved in Europe through his role as the vice-president of FEAPDA (Fédération Européenne d'Associations de Professeurs de Déficients Auditifs - European Federation of Associations of Teachers of the Deaf).

Rosemary Gardener



Rosemary Gardner has been a teacher of the deaf for many years and her experience spans just over 30 years, during which she taught in a special school for the deaf in the south of England and in 2 special units for the Hearing Impaired attached to mainstream schools. In 1996, Rosemary joined the SELB Peripatetic Service for the Hearing Impaired and from 2005 to 2016, she was the Head of the Service.

Since September 2016, Rosemary has been working privately with families, during which she trained as an Auditory-Verbal Therapist with AVUK.

On 20th March 2019, Rosemary qualified as a Listening and Spoken Language Specialist and she was certified as an Auditory-Verbal Therapist by the A.G. Bell Academy, the global governing body for Auditory-Verbal Therapists.

She is also a mum of 4 grown up children and a proud grandmother of 10 grandchildren all under 10 years old! Rosemary takes great delight in interfacing her life as a mum and grandparent with her work as an Auditory-Verbal Therapist.

Rosemary says, "My one regret is that I didn't train as an AV Therapist years ago!"

James Mander



James Mander trained as an Audiologist at The Royal National Throat Nose & Ear Hospital and gained considerable experience in paediatric & adult audiology, balance rehabilitation and electrophysiology before specialising in cochlear implants at Manchester Royal Infirmary. He then joined the European Technical Team at Advanced Bionics supporting Cochlear Implant Centres in the UK and parts of Europe, with a special focus on wireless technology.

He now works for the Ewing Foundation bringing together his clinical and product knowledge to support professionals working with deaf children in an educational setting.

Hannah Wallace



Hannah Wallace has been with Phonak for 2 years. She works as the regional sales manager in the North of England for the public team. During this role she provided the training and support to both NHS hospitals and education specialists. Her role has recently changed, and she is now the North Business Development Manager for all things Roger technology and wireless accessories related. Within this role her aim is to increase awareness of wireless technology, provide training days and advice to education authorities, charities and independent businesses.

Previous to Phonak, she trained as an Audiologist at the University of Leeds and worked as a clinical Audiologist at York Hospital. She then went onto complete her masters in Speech and Language Therapy and specialised in paediatrics in North Wales.

Rosaleen Dempsey



Rosaleen Dempsey is the Children, Young People, Families and Education Lead for RNIB in Northern Ireland. She has been running RNIB's family support and parent education services for vision impaired children and their families for over 10 years. Working in partnership with children, young people and families she has developed projects to provide emotional and practical support, peer support and self-advocacy. Her team includes five Family Support Officers working across Northern Ireland. Rosaleen has a background in early childhood education, including an M.Phil. in Education, which was the first piece of research regarding services for pre-school children with vision impairments in the Republic of Ireland. She has a strong focus on disability rights and children's rights, which are of great importance to her both professionally and personally. Growing up with a vision impairment, Rosaleen has a particular interest in the role of timely information and self-advocacy in increasing the resilience of children with vision impairments and their families.

Martin Walls



Martin Walls is the manager of Skills, Information and Support at Guide Dogs NI, which includes management of Children's services and My Guide Services. In the almost 5 years at Guide Dogs the Habilitation Service has developed to provide contracted service to Jordanstown school and delivers to children from 0-25 in homes, communities, schools and colleges across NI for up to 300 families per year.

Qualified in 1987 as a teacher, Martin left formal education in 1992 to forge a career in the disability sector working for Disability Action, Jordanstown School and RNIB NI before joining Guide Dogs NI 2014. He has presented at the International Union of Supported employment on the needs and rights of Blind people accessing employment in Belfast (2006) and New Zealand (2007). He has researched and written papers for Guide Dogs Children's Services (Raising a child with Sight Loss: A Parental experience (2014) and for Home Start Down District (Resilience in Children under 5 with families under Stress (2014) the latter within his MSc. He is experienced in evaluation, outcome measurement and has qualifications in child developmental psychology and health Psychology. He recently helped deliver with his team a Social Return on Investment report on the service at Jordanstown School.

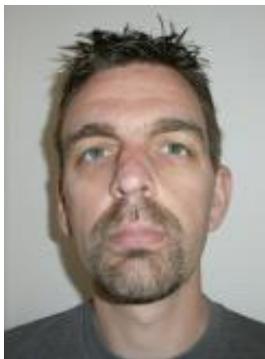
Joyce Rainey



Joyce Rainey has worked for Sense as a Developing MSI Consultant since 3 July 2016. A former primary school teacher, Joyce has recently spent a number of years working in the Voluntary/Community sector on funded projects supporting children, young people and parents working for the Ulster University and the Northern Regional College. Joyce has also worked as an Early Years Specialist in North Down supporting voluntary play groups and private day care nurseries.

In her current role in Sense she manages the Children's Services - Sense Nursery and Afterschool facility based beside the Jordanstown school. She has a team of family support workers and Regional Advisory officer who provide support to children who have vision and /or hearing loss with additional/complex needs, siblings and family members.

Peter Lock



Peter Lock has worked in the Social Care field, both voluntary and public sector for over 20 years, predominantly with children and young people, He qualified as a Rehabilitation Worker from Birmingham City University in 2008, returning in 2010 to complete his honours degree, graduating in 2012.

He joined Guide Dogs Children & Young People's service in 2013 and coordinates the National Community Lottery Funded, Family Focus project as well as supporting an innovative study of movement in Children with a vision impairment at Queens University Belfast.

Peter is currently a committee member of the Rehabilitation Workers Professional Network (RWPN), the UK's first professional body for Rehabilitation Worker.

Miriam De Groot



Miriam De Groot works for Guide Dogs Children's services as a Habilitation Specialist, qualifying in 2013 following a 2 year Diploma in Habilitation at University College London whilst placed at Guide Dogs. She Qualified in 2009 as a Speech Therapist (University of Ulster), practicing in several Health authorities in England before relocating to NI.

She provides the Habilitation Service across 3 Trusts in NI and leads on the Family fun day under the Family Focus 0-4 project. She delivers the Habilitation service under contract to Jordanstown School since 2015. She has also represented NI in inter-regional obedience competition at Crufts.

Matthew Rodger



Matthew Rodger is a lecturer in the School of Psychology at Queen's University Belfast. His research investigates how our senses help us to coordinate our actions, and how we learn movement-based skills. In particular, he is interested in the role our sense of sound plays in coordinating movements. His research has applications in overcoming movement challenges for different groups, such as using rhythmic sounds to help walking for people with Parkinson's disease, or developing sound-based guides for people with visual impairments.

Alannah Savage



Alannah Savage is a postgraduate research student at Queen's University Belfast. The research project focuses on the motor skills of visually impaired young people and it is a collaboration with Children and Young People's Services at Guide Dogs. The aim of the research has been to identify key movement challenges through measurement of different motor tasks. Motion capture technology has been used to better understand the component(s) of motor control affected.

Helen Ferguson



Helen Ferguson is the Policy and Campaigns officer for National Deaf Children's Society in Northern Ireland. Her role is to ensure that decision-makers in Northern Ireland understand the needs of deaf children and young people and their families and meet these needs as well as they possibly can. She is also responsible for press and social media communications.

Helen has over 35 years' experience of working in the voluntary sector, both as a volunteer and paid worker. She has worked in volunteer and community

development in Liverpool, High Wycombe and Greater Manchester and was Director of Carers Northern Ireland for almost 20 years. She works part-time with NDCS and holds public appointments as Commissioner with both the Equality Commission of Northern Ireland as well as also the NI Human Rights Commission.

Naomi Horner



Naomi Horner is a qualified Audiologist with a background working clinically in the NHS for 4.5 years at Birmingham Heartlands Hospital. During this time, she was clinical lead of the Baha service and Senior Audiologist before joining Cochlear 2 years ago. In her current role as Baha Clinical Specialist at Cochlear, she provides training and clinical support to Audiologists and other professionals working with Adults and Children with hearing loss.

She presents here the: Cochlear™ Baha 5® System Overview & Troubleshooting for Teachers of the Deaf

Laura Hunter



Laura Hunter is a Trustee of DELTA (www.deafeducation.org.uk) and have been for about 5 years. Laura lives in Oxford and is also on the Committee of our local Deaf Children's Society. She serves as a parent rep on an Advisory Committee for the Oxford University Hospital Trust Newborn Hearing Screening Program. Yep, since her third child was born profoundly / severely deaf 8 ½ years ago Laura would say "I got interested in supporting deaf children and their families!" Her son is a bilateral cochlear implant wearer and they have used the Natural Aural Approach throughout his life.

Workshop Descriptions

Please see your personalised workshop timetable on your name badge (the sequence of capital letters) on the front of your delegate pack.

A LENA - Picture of Words.

An intriguing insight into the number of words a deaf child is exposed to during one typical school day. Using LENA recorder devices, the number of adult (teachers) words, child words and adult-to-child conversation turn taking were objectively measured on nine primary school children in a mainstream and in a resource based school. The LENA devices provide figures that current datalogging technology on hearing instruments cannot provide. The workshop will go on to surmise the influence of radio aids have on a typical school day.

The second part of the workshop will record what happened to the teacher's word distribution in a Victorian classroom after the installation of a sound-field and fitting of acoustic tiling treatment.



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B Cerebral Vision Impairment (CVI)

This is an introductory session to CVI. It will look at the basic implications and behaviours of CVI, how to screen, assess for it and then based on what you have learnt how to start to plan for and deliver strategies to work with young people with CVI.

C Functional Vision Assessment (FVA)

This is a practical workshop which will look at some of the formal and informal methods of assessing vision functionally to inform work and outcomes with individual young people. We will look at examples of low and high-tech gadgets/tools which can be helpful when conducting FVAs.

Please come along prepared to share your ideas and resources in this area so we can learn from each other.

D Exam access arrangements

In this workshop I will be looking at access arrangements for deaf students taking GCSE examinations. I will be discussing current issues of relevance to Teachers of the Deaf. The workshop will be interactive in that I will welcome contributions from participants based on their 'real life' experiences of putting such arrangements in place. BATOD is in regular contact with JCQ and Ofqual and provides feedback about the arrangements at least annually. The points made and issues discussed in this workshop will enable BATOD to provide practitioner-based feedback to those organisations to contribute to their review of the range of access arrangements and how they are working.

E How the Scottish Sensory Centre can support you: a research to practice service for professionals working with deaf and visually impaired children

In this workshop I will outline the range of services at the Scottish Sensory Centre available to teachers, support staff, and other professionals involved with the education of children with sensory impairment along with support and parents of children in Northern Ireland. The SSC has a programme of one-day courses, and some longer courses such as distance learning UEB contracted Braille. We are currently developing a new online course about cerebral visual impairment ready for 2020. The centre has a postal library of sensory impairment materials, including assessments and is able to provide reading lists of current literature. There are several research projects associated with the centre currently including: families with deaf children living on a low income (The Telling It Like It Is study); online reading in deaf young people; British Sign Language Glossary of curriculum terms. I will be



explaining discounts which will be available to practitioners and parents in Northern Ireland for SSC events over the 2019/20 year. In addition, I will explain the Postgraduate Diplomas in deaf education and visual impairment education available at the University of Edinburgh.

F Overcoming Barriers to Independence: The transition to post-16 education, training and employment

Research suggests that only 31% of deaf 16-24 year old are working, compared to 53% of the overall workforce of that age. How can we offer the right sort of support, and get the right plans into place, so that this employment gap becomes a thing of the past?

Early intervention and tailored communication and learning support right from diagnosis onwards are essential to bridge the attainment gap. But as deaf young people come to the end of their school career, there are still opportunities to help them to move forward positively into jobs and courses that will make the most of their potential and offer them fulfilling futures.

This workshop will examine what the evidence tells us about barriers to employment and further/higher education are for deaf young people, and what more public bodies, charities and families can do to support deaf young people's ambition, aspiration, access and inclusion.

G Cochlear™ Baha 5® System Overview & Troubleshooting for Teachers of the Deaf

BAHA - In this workshop you will learn the basics of Baha bone conduction hearing implants, how they work and why someone might benefit from a Baha. We will show you the Baha 5 product range, including sound processors, wearing options (Softband/SoundArc) and troubleshooting tips. We will also discuss the Cochlear True Wireless™ devices, in particular the Mini Microphone 2+ which allows access to FM systems in classrooms. You will have an opportunity for some hands-on practice with the products.

Cochlear will have an exhibition stand for further discussion, 1:1 guidance and any Q&A following the workshop.

H Movement analysis of blind children compared to sighted children

Queen's university Belfast and Guide Dogs Children and Young People Services



Visually impaired children often experience challenges in motor development, however, the effects of visual impairment on motor control are not yet understood. The workshop will present the research findings of a PhD project which investigated the motor performance of visually-impaired young people across a number of different actions using motion capture technology. A key aspect of this research was the use of sound to enhance movement.

I Habilitation: A collaborative Model for NI

This workshop aims to introduce those new to the finer details of Habilitation the many ways in which a child centred and developmental delivery model is applied in NI. Guide Dogs are the only provider of Habilitation in NI and have established working relationships tools and techniques specialised for assessing, supporting and co-working with children, families, Teachers, Classroom assistants, Eye Health, Social and Rehab, Low Vision and Allied Health professionals.

We explore through interactive and case material examples of how this fascinating area of work is an evolving practice within Health/Social Care, Education and community services. It will cover children with singular disabilities, additional needs and complex needs.

J The key elements of family support for families of vision impaired children and its importance at the time of diagnosis and beyond

This workshop focuses on the needs of children with vision impairments and their families at the time of diagnosis and beyond. It examines the prevalence of vision impairment in children and explores the needs of parents, vision impaired children and young people & their siblings.

Using case studies, we discuss key themes in family support for children with vision impairment and possible solutions to challenges families may face. This workshop provides information and resources, which may be useful for delegates when they are working with families.

K - Babies, toddlers pre-implant - how can we access, stimulate and grow the Auditory brain?

In the past, if I was supporting a family whose baby or toddler had a profound or severe hearing loss and was undergoing assessment for a cochlear implant, I often found it hard to give parents a reason for keeping the hearing aids in. We and the family may have felt that the child was getting very little from the hearing aids. We may also feel that a child's suggested audiogram might also indicate this. What can we do in this circumstance, if anything, to stimulate the auditory brain?

Understanding speech acoustics has helped me to look at an audiogram and think of ways to stimulate the auditory brain during this critical time when there is maximum neuroplasticity.



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Speech acoustics training has hugely influenced how I now advise a family to help begin to stimulate their child's auditory brain.

Learning outcomes of the workshop will include:

- understanding why parents can be encouraged to use the hearing aids to stimulate the auditory brain in the early years when there is maximum neuroplasticity
- understanding speech acoustics
- looking at an audiogram with a greater understanding of speech acoustics
- planning a practical session for families of a severe to profoundly deaf baby or toddler with their audiogram and speech acoustics in mind.

L What high quality play for deaf children in the Early Years looks like

M Language deprivation of deaf children

N Introduction to play therapy for professionals

O Phonak: Hearing aid technology and assistive listening devices update

P Exploring tactile communication

Q Sense: Transitions- how to link families with their local communities Exhibitors

Action Deaf Youth

<https://actiondeafyouth.co.uk/>

Angel Eyes NI

<https://www.angeleyesni.org/>

British Deaf Association

<https://bda.org.uk/>

Cochlear

<https://www.cochlear.com/intl/home>

Connevans

<https://www.connevans.co.uk/>

Deaf Education (DELTA)

<http://deafeducation.org.uk/>

DeafReach

<https://deafreach.org/>

Ewing Foundation

<https://ewing-foundation.org.uk/>

Front Row

<https://www.gofrontrow.com/>

Guide Dogs

<https://www.guidedogs.org.uk/>

Hearing Dogs for Deaf People

<https://www.hearingdogs.org.uk/>

Hearing Link

<https://www.hearinglink.org/>

Humanware

<http://www.humanware.com/>

Interacoustics

<https://www.interacoustics.com/>

MeDEL

<https://www.medel.com/>

National Deaf Children's Society

<https://www.ndcs.org.uk/>

Oticon

<https://www.oticon.co.uk/hearing-aid-users>

Oticon Medical

<https://www.oticonmedical.com/>

Phonak

<http://www.phonak.co.uk/>

RNIB

<https://www.rnib.org.uk/>

Scottish Sensory Centre

<http://www.ssc.education.ed.ac.uk/>

SENSE

<https://www.sense.org.uk/>