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ndcs  
every deaf child

Summer 2017  
Issue 45



# families

## Sibling strategies

**“ We’re trying hard not to treat them differently because Izzy is deaf.”**



## School for Deaf Children 5-16 years

Hamilton Lodge offers a full curriculum to deaf children aged 5-16 years in our school.

We take a "child-centred communication" approach at Hamilton Lodge and we support the development of both English and British Sign Language.

We focus our curriculum development on courses and accreditations that match the needs of individual pupils. We offer a range of GCSE, Entry Level, Functional Skills, Pathways, Unit Award courses and Signature sign language qualifications.

We have a well-established Work Experience Programme and Duke of Edinburgh Award Scheme, both of which focus on individuals being able to build their independence skills, confidence and self-esteem.



## Further Education for Deaf Young People 16 -19 years

Hamilton Lodge College provides the right stepping stone into an independent and successful adult life. Based in the heart of a vibrant city, our college students are supported to make the most of the city's facilities.

We provide FE places in partnership with City College Brighton & Hove, Plumpton College, and St John's College.

Students attend lectures at their chosen colleges with the support of Student Support Workers provided by Hamilton Lodge.

Students receive direct teaching from Teachers of the Deaf from Hamilton Lodge to support their chosen courses as well as support with life skills, driving theory courses and English & maths.

## New Specialist Provision for Deaf Children with Complex Needs

In 2016, Hamilton Lodge opened this provision to ensure that deaf pupils with more complex needs could access our education.

With support some pupils are able to transition to our core provision but some require a different curriculum and care package to meet their needs.

Our new specialist provision is tailored to meet the needs of those pupils. It is now fully open with a specially adapted residential house and a specialist team to ensure that these pupils have full access to a broad and balanced curriculum at Hamilton Lodge as well as a comprehensive care package.

The provision is based within the school and pupils are well integrated into our school family.



**HAMILTON LODGE SCHOOL & COLLEGE**  
**EDUCATION & CARE FOR DEAF STUDENTS FROM PRIMARY TO F.E.**

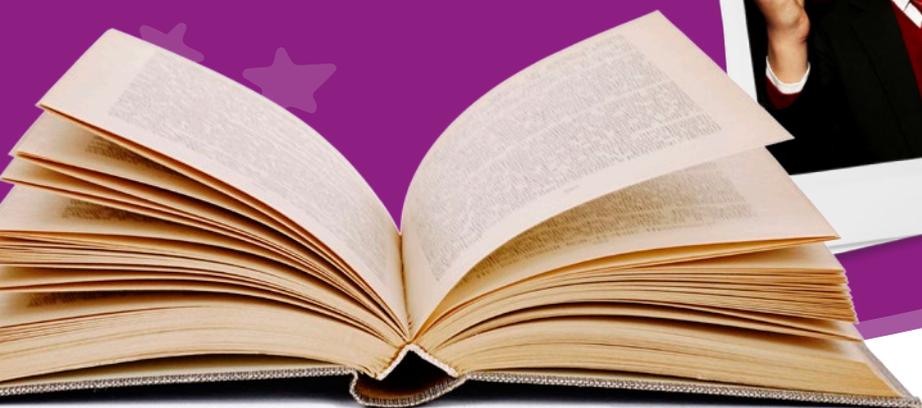
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# My deafness didn't stop me...

## ... becoming a national literature champion



**HAL (13) HAS PROFOUND UNILATERAL DEAFNESS** which was diagnosed after his parents became concerned about his language development at 16 months old. "With some adjustments after he was diagnosed Hal learned language at lightning speed," says mum Ellen. "He's always loved books and is an avid reader."

Last year Hal was a member of a four-pupil team from his school that won the South London Regional Kids Lit Quiz competition. The Kids Lit Quiz is an international tournament where secondary school pupils compete in teams to answer questions about children's literature – anything from *The Gruffalo* to Dickens.

**I really loved competing with the other schools.**

Hal's team competed against the winners from 17 other regions of the UK to become the national champions! "It was a great experience and I really loved competing with the other schools and meeting some famous authors," says Hal, who also

earned a brown belt in karate and won second prize in a school-wide photo competition in the same month.

Hal wears a CROS (contralateral routing of signal) aid and uses a radio aid at school and the quizmaster used his radio aid for the competition. "This meant I could hear him perfectly, and I was glad I could, because some of the questions were pretty complicated!" says Hal. "He was fine with it and kept checking to make sure I could still hear him fine."

This June, Hal and his teammates will be representing the UK in the Kids Lit Quiz World Finals in Canada. "I'm super excited and quite nervous, but I'm sure it will end up being a great trip overall!" he says. **Good luck Hal!**

➔ **For more information on unilateral deafness see [www.ndcs.org.uk/unilateral](http://www.ndcs.org.uk/unilateral).**



# We could tell you how much our students enjoy learning

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## but we think Nevaeh's face says it all



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# families



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**The National Deaf Children's Society depends almost entirely on generous support from individuals and organisations.** The public is responsible for 95% of our income, and without this we wouldn't be able to support families of deaf children and young people. See pages 44–45 for more information on supporting our work.

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Printed in the UK by The Magazine Printing  
Company [www.magprint.co.uk](http://www.magprint.co.uk)

Families is published by the National Deaf Children's Society (NDCS). The National Deaf Children's Society is a registered charity in England and Wales no. 1016532 and in Scotland no. SC040779. Opinions in this magazine do not necessarily reflect the policies and views of the National Deaf Children's Society. We support families to make informed choices and no one option will work for all families. This magazine highlights some of these options. For further information, see our website or call our Freephone Helpline.

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**p16**



**Daniel's story**  
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**Lauren's story**  
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# Hello



Welcome to your summer issue which features a new parent column, 'Raising Nancy: the ups and downs of parenting a deaf child' (page 11). You'll be able to follow the journey of Nancy and her family in each issue, so don't forget to have a read.

The summer holidays are almost here and if you're going away, check out our parent tips on pages 26–27 on how to make sure your child has the best holiday experience. If you're thinking further ahead to the new school year, have a look at the information we have on your child's rights at [www.ndcs.org.uk/rights](http://www.ndcs.org.uk/rights) to make sure you're aware of the support they could be entitled to, like Esther who battled to get daughter Brocha a radio aid (see pages 16–17).

Enjoy this issue and, as always, we'd love to receive your feedback at [magazine@ndcs.org.uk](mailto:magazine@ndcs.org.uk).  
Have a lovely summer,

*Karen*

Karen Harlow, Editor  
✉ [magazine@ndcs.org.uk](mailto:magazine@ndcs.org.uk)

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# NEWS

## Community support volunteers



Did you know we have a growing community support volunteer programme, helping to improve the lives of deaf children and young people? Volunteer Rachael Dale attended a local concert to give a short talk to an audience of nearly 400. They were thrilled and Rachael's clear and confident presentation helped to raise £300 for us at the event!

Community support volunteers are also supporting our Positive Families Plus programme, funded by the National Lottery through the Big Lottery Fund, which delivers Family Sign Language and parenting courses to parents of deaf children. Volunteers support parents on the courses and make sure everything runs smoothly. We're continuing to expand the ways that our volunteers can support us to help us reach even more people.

Are you interested in becoming a community support volunteer? Please get in touch on [volunteer@ndcs.org.uk](mailto:volunteer@ndcs.org.uk), 07805 786411, or visit [www.ndcs.org.uk/volunteer](http://www.ndcs.org.uk/volunteer).



## Support young people to learn British Sign Language in schools

Last month our Young People's Advisory Board (YAB), a group of deaf young people from across the UK, launched their campaign to ask the Government for a British Sign Language (BSL) GCSE (National 4/5 Level) in schools.

At the end of last year they surveyed deaf and hearing young people from all over the UK and received an astounding 2,128 responses. There was widespread support for BSL and 97% of young people felt it should be taught in schools!

Now our Board are asking for your support to tell Westminster and all devolved governments to make this happen. Read the full research report and find out how you can support them at [www.buzz.org.uk](http://www.buzz.org.uk).



## International support



Shilpi who lives in West Bengal was worried about how to bring up her two deaf children (6 and 11).

Then she discovered Khagenhat Welfare Organisation (KWO), a partner of our international arm, Deaf Child Worldwide. Our community based rehabilitation staff supported the family twice a week for two years. Shilpi is now able to communicate with both of her children beyond simple gestures by using Indian Sign Language. Both of her children are now thriving at home and within their community.

Shilpi shares her experiences by supporting and leading training sessions for other parents in the same position and she's an active member of a group for parents of deaf children.

Deaf Child Worldwide gives vital support in East Africa, Latin America and South Asia, focusing on communities where the need is greatest. Working with partner organisations, we ensure that deaf children and young people are fully included in family, education and community life. Find out more at [www.deafchildworldwide.info](http://www.deafchildworldwide.info).

## Additional Learning Needs review in Wales

The Welsh Government has long been planning changes to statements and Individual Education Plans. As these changes get closer to becoming law, check out our Q&A for key information. [www.ndcs.org.uk/IDPWales](http://www.ndcs.org.uk/IDPWales)



## Use your experience to help others

Last year Lisa, who works and is a busy mum of young children, joined NDCS Listens, our network of parents who are using their experience to support us and other families. She knew she wouldn't have much free time, so she signed up to get involved with the things she could do online in her own home. She joined our Parent Review Panel and reviews one of our information resources once a month. She's also completed some online questionnaires to inform the work we do and has offered her support as a 'Parent Champion' for the new online community that will be part of our new website. Everything Lisa has taken part in has been a huge support to us. Thank you Lisa!

Could you support our work by joining NDCS Listens? We're keen to have parents and carers with children of all ages on board, and particularly eager to have some parents of children aged 11 and over take part, so we can be sure the views and needs of deaf children of all ages are reflected in what we do. You can sign up online at [www.ndcs.org.uk/ndcslistens](http://www.ndcs.org.uk/ndcslistens) or contact our Freephone Helpline for more details.

## National Citizen Service scheme

The National Citizen Service (NCS) is a scheme for 16 and 17 year olds in England to take part in social action projects and build skills for work and life during school holidays. The Government wants to expand the scheme to reach more young people and created a Bill to place duties on the NCS Trust which manages the scheme. We worked to influence the NCS Bill, linking up with Lord Shipley to secure an amendment which means the NCS Trust will need to report on the numbers of disabled participants each year. The Government also made assurances that the scheme will be accessible to all.

If your child is taking part in the NCS scheme this summer, let us know how it goes – did they complete the scheme and did they feel supported? Email us at [campaigns@ndcs.org.uk](mailto:campaigns@ndcs.org.uk).

# Comment

## Introducing our new website

We're making final preparations to share our new strategy with you this summer. Central to this is the introduction of a new website which will go live later this year and I wanted to tell you a bit more about it.

### What's new?

The new website will make it easier for anyone to quickly find and discuss the most useful information and resources to support deaf children. It will be easy to view on different devices (including mobile phones and tablets) and have an improved search function. New features will include free member areas for tailored support, a map which pinpoints local deaf services and a moderated forum for parents and professionals.



### A new moderated forum

Our aim is to give members a safe hub, building a community where you can have meaningful, instant conversations at any time of day. The forum will be moderated and supported by volunteers, many of them parents of deaf children, who will help with the daily management of the forum and welcome new members. The forum will have different areas, for example for professionals, parents or deaf young people over 18. These areas can be open or private.

### Map of deaf services

The website will also feature a new map which will pinpoint local deaf services and groups. Using Google Maps, icons will appear for different services like hearing impaired services, deaf schools, schools with hearing impaired units, paediatric audiology services, local children's hearing services working groups and many more.

My thanks to all the parents of deaf children, professionals and deaf young people who were interviewed at the beginning of this project and involved in designing and testing the website. We feel confident that you'll find our new website a great starting point for all your information needs and we look forward to hearing what you think.

Susan

**Susan Daniels OBE**  
Chief Executive





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# SUPERSTARS



**O**ur son Gethin's cochlear implants were switched on in August last year and he has made great progress.

Anyone who knows Gethin will tell you he always has a smile on his face. We're extremely proud of our superstar.

– Andy and Kelly, parents to Gethin (5) who is profoundly deaf.

**I**n the last 18 months James has been away with school to New York, and to the Peak District and the Lake District with deaf peers. He's done his Duke of Edinburgh Bronze Award, and finished his National Citizen Service.

He also started playing for Manchester City Deaf FC and was one of four deaf teenagers selected for the Disability World Cup in Abu Dhabi in March. Well done James!

– Vicki, mum to James (16) who is profoundly deaf.



Every day deaf children and young people prove that deafness shouldn't be a barrier to enjoying life. Read on for some of the amazing things your children have done to make you proud.



**D**avid has been learning to play the electric guitar this year and recently passed his Rockscool Grade 1 exam

with a merit. We're very proud of his achievement and all the hard work he put into preparing for the exam. Well done.

– Hugh and Claire, parents to David (10) who is moderately to severely deaf.

**K**aitlyn was born with auditory neuropathy and kidney problems and had major eye surgery

at three months. Despite all this, she goes to mainstream school and her kind demeanour and hard work make us immensely proud. Last year she received a Spirit of Sport Award and a Hearing Dogs Award (shared with her hearing dog Rowan of course). We think these are amazing achievements for one so young.

– Phil and Sharron, parents to Kaitlyn (12) who is profoundly deaf.



**D**ylan has started school in a hearing impaired unit and is doing amazingly well. Both his speech and sign are improving daily and he is always smiling no matter what. He's had to overcome so much and makes me proud every day.

– Mary, mum to Dylan (3) who is moderately to severely deaf.



**A**lfie is a new bilateral cochlear implant user. Even though his hearing has deteriorated over the last few years, he's continued to do brilliantly at mainstream school. He works extremely hard and never complains about doing extra work. He has lots of friends, is kind and funny, and has a heart of gold. We couldn't be prouder of him!

– Lindsey and Matt, parents to Alfie (9) who is profoundly deaf.



➔ **Do you know a deaf child who's a superstar? Parents, extended family members and teachers or professionals can all nominate by emailing [magazine@ndcs.org.uk](mailto:magazine@ndcs.org.uk). No matter what your child's level of hearing loss or however big or small the achievement, we think it's worth celebrating.**



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## Helping your child hear more

As a parent, your child being able to hear you and everyone else is of paramount importance. Roger™ takes a child's hearing to a whole new level, letting them connect with the people and the world around them.

A child's hearing aid provides a listening range of up to 2 metres but anything after this and they may struggle to hear. Roger™ technology has been proven to help children hear better in noisy situations or over distance, whilst being simple and easy to use.

The technology helps a child to maximise speech learning & development, build confidence, feel safe and develop friendships. It also helps a child hear more clearly when playing outdoors or enjoying sports and hobbies, eating meals at home or in a noisy restaurant, watching TV or using their mobile phone.

Phonak is working with many partners to support parents with the above and offer them information needed to overcome these challenges. To order 'Accessories - A Parents Guide' booklet, simply speak to your local audiologists or the Phonak on 01925 623 600 or email [reception@phonak.co.uk](mailto:reception@phonak.co.uk)

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life is on

# Raising Nancy:

## the ups and downs of parenting a deaf child

Meet Jess, our new parent columnist. Follow her family's story in each issue as she shares her experiences of bringing up her daughter Nancy, who is profoundly deaf.



Jess and her husband Matt are parents to Alice (5), who is hearing, and twins Nancy and Connie (3). Nancy is profoundly deaf and was fitted with cochlear implants at 20 months.

### I ENJOYED A HEALTHY PREGNANCY

with Alice who was born at full-term, so I was expecting a similar experience second time around. It could not have been more different! Not only did I have identical twin girls but they were born early, at 28 weeks, and fought for their lives in hospital for three months. My husband Matt and I lived every day as if it might be the last one we'd see them.

At 40 weeks, Nancy and Connie had their newborn hearing screening and I remember thinking, "Just another test... well, that's okay." Then it was confirmed that Nancy had Auditory Neuropathy Spectrum Disorder (ANSD), a type of deafness that affects the auditory nerve. Nancy was deaf while her sister Connie was hearing. I couldn't believe it, because I'd spent three months thinking I knew everything about both of them. But at least our children were here, with us.

I started to understand what having a deaf child in the family would mean when Nancy was about six months old. A deaf adult came to our home to sign with us and I could see immediately how Nancy responded to the signing of a story. She was more engaged and fascinated than I'd ever seen her. I discovered that learning

sign language was something practical I could do to help Nancy communicate – and I was determined to show my family too, who are all hearing and not used to communicating with deaf people. In fact it was hard to convince them that Nancy really couldn't hear anything. Ever had that experience? Going over the

basics time and time again has helped us all understand what Nancy needs.

The most important thing I've learnt so far about having a deaf child is the way we communicate with each other. I've discovered that just because you're talking it doesn't necessarily mean you're communicating. As a hearing family we wanted Nancy to be able to communicate with the hearing world, so when she was nearly two she was fitted with cochlear implants. Now she practises her speech but I can also sign to her at night when she wakes up frightened. Nancy can communicate in different ways with her sisters, her family and her friends. We've learnt lots from meeting other families with deaf children, especially when Nancy says, "Look Mummy – like me!"

We're always faced with yet another decision for Nancy – whether it's which nursery she goes to, or how I get her to speech therapy without the other kids in tow. As for all parents, logistics are exhausting! But it's rewarding to see Nancy interacting with us and her friends. By taking things one step at a time I'm learning more about her and how the choices we make are not only for Nancy, but for her sisters too. So much has happened so far, and so much seems yet to come... 

**I started to understand what having a deaf child in the family would mean when Nancy was about six months old.**

➔ For more about ANSD see [www.ndcs.org.uk/causesofdeafness](http://www.ndcs.org.uk/causesofdeafness).

For information on learning sign language visit [www.ndcs.org.uk/signlanguage](http://www.ndcs.org.uk/signlanguage).

**New**



All money raised will help us to create a world without barriers for deaf children.

Our new storybook, **Daisy and Ted's Awesome Adventures**, is an ideal gift for children aged 4–7.

This exciting adventure story follows a deaf girl and her hearing friend on their imaginary travels through time and space.

It's a great way to get children thinking about deafness but ultimately it's an imaginative tale any child can enjoy.

[www.ndcs.org.uk/  
awesomeadventures](http://www.ndcs.org.uk/awesomeadventures)

Also available on Amazon



## Harmony at home

Having a deaf child in the family means changes to everyday life and can cause jealousy and resentment in hearing siblings. Jasmine and Darren have strategies to make sure daughter Izzy's deafness won't overshadow her sister Maisy.

**JASMINE'S DAUGHTER MAISY** (4) reached up for a kiss then turned to her sister Izzy (2) and gently patted her face. "You can come when you're bigger Izzy," said Maisy. "Come on Daddy let's go!" Jasmine smiled as her husband Darren and Maisy headed off on their cinema trip. This was a regular 'Daddy date', one of Jasmine and Darren's ideas to make sure Maisy didn't feel left out.

"It's tricky, with Izzy being severely deaf, she needs so much attention," says Jasmine. "As well as making sure Izzy's included in what's going on around her, there are all the hospital appointments, visits from her Teacher of the Deaf (ToD) and speech and language therapist, and hours of exercises they set."

The couple were shocked when, at four weeks old, Izzy was diagnosed as deaf and given hearing aids. "We were struggling to come to terms with Izzy's deafness, but knew we had to be open and honest with Maisy. We kept it simple, said Izzy's ears don't work properly and she has to wear these sparkly glittery things in her ears. She got it straightaway and would tell people 'Izzy's ears are rubbish!' We explained we had to face Izzy when we spoke and use facial expressions to help her understand." ►



## Harmony at home continued...



**Izzy's story**  
how her parents make sure her deafness doesn't overshadow her sister



### Communicating

At six months old doctors confirmed Izzy's deafness was severe and that she had Pendred syndrome, so her hearing might deteriorate. The couple decided to learn sign language; Jasmine studied British Sign Language Level 1 and they, along with both grandmothers, went on a basic Family Sign Language course.

"Speech is our main way of communicating, so that's our goal for Izzy, but for noisy places – restaurants, swimming, at nursery – some sign is useful, and she'll have it if she goes down the sign language route in the future," Darren says. "We taught Maisy some signs, but in a fun way in 'action' songs so she didn't feel it was something she had to do because of Izzy. Maisy forgets Izzy can't hear without her 'ears' in, so at bath times we tell her 'if Izzy snatches your toy or pulls your hair, make an 'angry' or an 'ouch!' expression to communicate'."

To head off any jealousy Maisy might feel about Izzy getting attention, the couple make the most of the children's grandparents, who all live nearby and are a great support. "At hospital appointments, rather than Maisy getting bored and resentful, I drop her at her grandparents' with a new game and she gets all their attention to herself," says Jasmine. "Sometimes they have her when the Teacher of the Deaf or speech therapist visits because Maisy interrupts and wants to show them things, so I have to tell her 'They're here for Izzy.' Other times, I'll suggest she goes and plays with Lego while Izzy's not there taking all the bits."

**It's tricky, with Izzy being severely deaf, she needs so much attention.**

## Family life

One big change to family life is trying to maintain a good listening environment wherever possible. "While cooking I used to turn up the music, dancing and singing around the kitchen with Maisy, but we've scaled that back," says Jasmine. "We switch off the TV after breakfast and Maisy hasn't protested since we explained it'll help Izzy hear better. Now Izzy's getting older and playing with other children, it's tricky because you can't walk into a party and ask them to stop the noise!"

**We're trying hard not to treat them differently because Izzy is deaf.**

The couple are constantly making efforts to make sure Maisy isn't affected by Izzy's deafness and are careful not to load her with responsibility. "Izzy and Maisy are so different; Izzy's a whirlwind, headstrong, leaps into everything, while Maisy is quieter, caring and likes to help. It's lucky it's that way round! She helps Izzy repeat words and likes to play teacher. Izzy's speech is three months behind hearing children of her age, sometimes only family can understand what she's saying, so Maisy translates for her. In the car if we're singing, I'll ask Maisy to do

actions so Izzy can join in. She tells tales which is useful! When Izzy takes her hearing aids out, Maisy comes to tell me 'her ears have gone,' or she'll put them back in for her," says Jasmine.

"It'd be easy to fall into the trap of getting Maisy to do something just because she can hear me, like if they're upstairs. Sometimes I ask Izzy to tidy up her toys and she'll pout and sort of smirk, because she doesn't want to do it, but I insist. Maisy says 'I'm always doing it' and I don't want her to end up with a chip on her shoulder.

"I think Maisy's had to grow up quickly in some ways, but she's still a normal four-year-old. On Fridays Darren and I take it in turns to have one-to-one time with Maisy – she loves her Daddy dates!

"We're trying hard not to treat them differently because Izzy is deaf. Like any child, Maisy's nose could be put out of joint by a younger sibling, deaf or hearing, so we're careful in the same way as any parent would be to try to stop that happening. It's important for all children, not just deaf children." 

 **Would you like to learn sign language? Have a look at our information at [www.ndcs.org.uk/signlanguage](http://www.ndcs.org.uk/signlanguage).**

**We spoke to siblings and parents across England to find out more about their experiences of having a deaf child in the family. Find out what they said at [www.ndcs.org.uk/youandyourfamily](http://www.ndcs.org.uk/youandyourfamily).**

## Your summer checklist for the early years



### Toys and play

Playing with your child is important for encouraging communication skills and developing bonds. Our information on toys and play for deaf children will give you lots of tips. It includes information on toys as well as how to make interactive games – great activities to do over the summer. Have a look at [www.ndcs.org.uk/play](http://www.ndcs.org.uk/play).

### Local groups

Local groups are a great way for families with deaf children to meet. They run social events and activities in their local areas, provide support to parents and carers and give deaf children the chance to meet outside of school. Activities they run include days out, coffee mornings and parties. Find your nearest group at [www.ndcs.org.uk/localgroups](http://www.ndcs.org.uk/localgroups).

### Family Sign Language

Learning British Sign Language (BSL) can seem like a daunting task, so we have introductory tips and videos to introduce BSL to you and your family. There are lots of practical and fun ways to start using BSL in everyday routines, including how to use it in creative ways to make storytelling fun! [www.ndcs.org.uk/familysignlanguage](http://www.ndcs.org.uk/familysignlanguage)





# Persistence pays off

Esther faced an ongoing battle to get her daughter Brocha (6), who is moderately deaf, the support she needed in class – and our back-up gave her the confidence to stand her ground.

**ESTHER'S HEART SANK** as her daughter burst into tears and flung herself on the couch, kicking and screaming. Every day after school she had a meltdown. Brocha, who is moderately deaf, was frustrated because she couldn't hear and exhausted after trying to listen all day. Esther felt a radio aid would help – but despite asking repeatedly, she was told Brocha wasn't eligible. "It broke my heart," says Esther. "It's not her nature to behave that way. But she was tired, she couldn't even see friends or do after-school clubs."

## Battling for support

Esther had battled for support for Brocha since she failed her newborn hearing screening. Brocha's hearing was tested regularly, but the answer was always, "It's glue ear, it'll clear up."

"We were fobbed off," says Esther. "They said it was pointless referring her to ENT. But at age two, Brocha wasn't talking and was unaware anyone was speaking unless we tapped her to get attention. I told them she'd not passed a hearing test since birth – I wanted an ABR (auditory brainstem response) test under anaesthetic, but they refused. Finally, after letters from me, our health visitor and GP, they agreed."

Just before Brocha's third birthday, she was admitted for grommets and the ABR. "The doctors said, 'We can see you're a pushy mother, it's just glue ear.' They were quite nasty to me, but when Brocha came out of theatre, their attitude changed. They diagnosed her as moderately deaf with a sensorineural loss," says Esther.

"They gave no further details but said an audiologist would contact us. I didn't even know what one was! No appointment arrived so I kept phoning. Then a friend gave me the National Deaf Children's Society helpline number; they sent loads of information."



**Brocha's story**  
why her parents fought to get her a radio aid



Brocha and Soroh

“They'd say 'She's managing fine,' but they didn't know what she was capable of.”

## “It’s hard to be assertive if you’re not sure what you’re asking for is right. The National Deaf Children’s Society empowered me.”

### Radio aid

It took two months for Brocha to get hearing aids. “There was an immediate difference,” says Esther. “In two weeks she started learning to talk.” When Brocha started at a Jewish nursery, Esther and husband Michael wanted her to learn the Hebrew alphabet and after reading up on radio aids from our information resources, Esther was convinced Brocha would benefit.

“I asked repeatedly but it never happened,” says Esther. “It took ages to assess her. There were two other deaf children and they taught all three out of class. I didn’t want that; Brocha’s clever, why shouldn’t she learn with her class? Every week I’d phone; nothing happened.”

Brocha moved up into Reception and every week they were taught new songs with different topics and she’d come home upset.

“Singing is a big part of learning and testing in a Jewish school,” explains Esther. “I bought an MP3 player and asked the teacher to put the songs on to link to the loop on Brocha’s hearing aids. It wasn’t fair; it was obvious she needed a radio aid. But the hearing impairment team said she didn’t need one; they said she had ‘mild’ loss, but it’s moderate, even without intermittent glue ear. But they take the average threshold of the better ear!”

At last, after more letters to the school and hearing impairment team, they agreed on a radio aid – but instead provided a soundfield system. “That’s not right for her; it helped only when class was quiet, she still missed lots and it couldn’t be used in PE and assemblies,” says Esther. “I spent the rest of the year telling them she needed a radio aid.”

Desperate, Esther called our helpline and we suggested they trial a radio aid from our loan scheme. “The hearing impairment team wouldn’t sign the loan form; they were too scared it’d prove it was the right thing,” says Esther. So with the help of their children and families’ support officer, Esther wrote to the team, explaining Brocha wasn’t achieving what she was capable

of and was missing out on extra-curricular activities through tiredness, also mentioning equal opportunities and emotional wellbeing.

“They’d say ‘She’s managing fine,’ but they didn’t know what she was capable of. I want her to have the opportunities her hearing peers have,” says Esther. “The day after receiving the letter, they signed the loan form and we got the radio aid in September. I couldn’t have imagined the difference; it was phenomenal! Brocha said ‘I’m never giving it back!’ She knew all the answers, learnt so much, was joining in and enjoying it. She said, ‘I’ve got the teacher’s voice right next to me.’ Her teachers couldn’t believe the difference it made. They gave her worksheets ahead of her level, and she got a certificate for ‘beautiful participation.’”

At the end of the three-month loan the team agreed to a radio aid. An initial outdated one proved ineffectual, but after more letters from Esther, in January they got a new one. “It was worth the battle,” says Esther. “She’s a different girl, never tired or cranky. She goes to after-school clubs, is happier and has made friends.”

While the couple’s son Eliyohu (4) is hearing, their youngest daughter Soroh (2) is moderately deaf. This time Esther knew where she stood and insisted on hearing aids at three months, and Soroh is progressing well and talking.

“It’s hard to be assertive if you’re not sure what you’re asking for is right,” says Esther. “The National Deaf Children’s Society empowered me.” 

 **To find out more about your child’s rights in education have a look at our information at [www.ndcs.org.uk/educationrights](http://www.ndcs.org.uk/educationrights).**

**For more information about radio aids and our Technology Test Drive product loan service see [www.ndcs.org.uk/technology](http://www.ndcs.org.uk/technology).**

**Visit [www.ndcs.org.uk/tired](http://www.ndcs.org.uk/tired) to find out more about tiredness and deaf children.**

## Your summer checklist for the primary years



### Flying with glue ear

If you’re going away on holiday and your child has glue ear, you might be worried about them flying. We have advice on this at [www.ndcs.org.uk/glueear](http://www.ndcs.org.uk/glueear) but make sure you visit your GP beforehand if you’re still having concerns about taking your child on a plane.

### Daisy and Ted’s Awesome Adventures

Our storybook *Daisy and Ted’s Awesome Adventures* has been wonderfully received and we’re really proud of it! Daisy, who is deaf and wears a hearing aid, and her friend Ted travel through time and space in this exciting book. If you haven’t got a copy, have a look at what you’re missing at [www.ndcs.org.uk/awesomeadventures](http://www.ndcs.org.uk/awesomeadventures).

### Starting secondary school

Moving from primary school to secondary school is daunting for any young person, especially with meeting new people and trying to find their way around. James (12), who is profoundly deaf, and his parents Karen and Keith talk about how he coped with the move and the challenges he overcame. Watch the video at [www.youtube.com/ndcswebteam](http://www.youtube.com/ndcswebteam) (search ‘moving schools’).





# Speaking the same language...

Daniel (15) was told he'd struggle to learn French because of his profound deafness, but with the support of his school he's proving that very wrong.



**Daniel's story**  
why he's  
chosen to study  
French at  
National 5 level

**I chose French because I wanted to prove to myself and other people that I could do it.**

**DANIEL WAS FIRST DIAGNOSED** as deaf when a nursery teacher approached his mum and dad, Kerry and Scott, and said Daniel wasn't responding when she spoke to him. "After two years of going back and forth to the hospital, Daniel was diagnosed as having a hearing problem. At that point it was mild. But from age five onwards, Daniel's hearing has got worse and he's now profoundly deaf," says Kerry.

Daniel has had support at both primary and secondary school but Kerry says that, during his early years in education, it was lacking. "The school didn't realise how hard it was for a deaf person. They didn't have any experience; they'd never had a deaf child before Daniel, so they weren't aware of the surroundings in the school or that they should talk to Daniel face-to-face rather than talking to the back of him," she explains. "At high school, they've been more understanding."

Despite the lack of deaf awareness, primary school is where Daniel got his first taste of learning French, which he then continued at secondary school with support in place.

## Choosing French

For Daniel, the decision to study French at National 5 level in Scotland (equivalent to a higher tier GCSE in the rest of the UK) was a big one. "I've got a hearing problem as well and at high school I was told that somebody that is deaf will never ever be able to achieve an exam in French," says Kerry. "But Daniel's really good at French and he's proving that wrong."

“I chose French because I wanted to prove to myself and other people that I could do it,” says Daniel. “Words that have double letters like ‘ee’ or ‘ii’ are the hardest but I enjoy learning a new language.” Kerry and Scott were adamant about supporting Daniel in his decision and making sure he had everything at his disposal. “I support my kid 100%. I contacted the school and asked, ‘Can Daniel do this?’ and they said that he could with the right support and that if he needs extra support they’ll give it to him. They’ve been really good, and they’ve never had a deaf child in that school before either,” Kerry says. “Daniel has sensory support. He gets two hours of support a week from a linguist in classes of his choice. He’s had brilliant support from his French teacher as well.”

**French is no different to any other subject – it still has the same challenges.**

While Daniel is now thriving, Kerry and Scott had to fight to get that support in place for him at high school. “We were initially refused entry to his chosen school due to them not having the funding for the extra support he needed, but we fought the case and won,” explains Kerry. “Daniel’s sensory support coordinator has been great – he wants Daniel to achieve and he’s willing to give that support at school.” Kerry also stresses that Daniel isn’t scared to approach his teachers if he needs help. “When we spoke to his French teacher she said that sometimes because of the pronunciation of some words, it could be quite hard for Daniel to pick it up because of his hearing loss, but he’s never had a problem. He’s picked it up just like that; he’s really good and he’ll ask if he needs help.”

A keen sports player and football fan, Daniel hopes studying French may give him more options when it comes to choosing a career as he’d potentially like to coach sports to young people,

something he already does in his spare time. “When we spoke about choosing his subjects, French was something that he could maybe use in the long run: he could go

to France to teach English or sports if he wants to go down that road,” explains Kerry. “He could do exchange trips and he’d be able to communicate.” Another reason that Daniel decided to take French is the variety it provides when he’s studying. “I thought doing French would be different to other subjects, not just being in a classroom and doing the same thing over and over again,” he says. “In French you get to speak, write and read it as well.”



#### Exam support

When it comes to studying and his exams, Daniel has a lot of support ready to make sure he gets the best results he can. “Sensory support came in and went through the support Daniel will get,” Kerry explains. “In exams he’ll get a speaker for the listening parts, so he can lip-read what’s being said, and 25% extra time to go over his work. There is study support available at school as well, which Daniel is going to on Mondays, which is one-to-one with his French teacher.”

Daniel isn’t worried about the daunting prospect of exams, having done well in his prelim exams and passing all of them, including achieving higher grades. “To be honest, I can’t wait for them to be finished,” he laughs. But he does have some advice for other deaf young people who might be worried about whether or not they can get a qualification in a language. “Just do what you want to do! French is no different to any other subject – it still has the same challenges,” he says. 

 **For more information and resources to support your child’s education check out [www.ndcs.org.uk/schooleducation](http://www.ndcs.org.uk/schooleducation).**

## Your summer checklist for the secondary years



### Entertainment technology

If you have a long car, plane or train journey with your child this summer and want to keep them entertained, there’s technology available for them to enjoy films and music on the go. Find out more at [www.ndcs.org.uk/entertainmenttech](http://www.ndcs.org.uk/entertainmenttech). Don’t forget to charge equipment and take spare batteries if you’re going on a long trip.

### Meeting other deaf young people

Deaf young people don’t often get to meet one another. The Buzz, our website for young people, has some information on meeting other deaf young people and getting involved in the local Deaf community. [www.ndcsbuzz.org.uk/meeting-up](http://www.ndcsbuzz.org.uk/meeting-up)

### Deaf awareness at school

If your child is starting secondary school after the summer break, and you’re worried that their peers may not have met a deaf young person before or might not be very deaf aware, our Look, Smile, Chat resources have lots of information that could help. [www.ndcsbuzz.org.uk/talking-to-your-friends](http://www.ndcsbuzz.org.uk/talking-to-your-friends)





# Making a change

Lydia (17) has had a positive experience of making the move from children's to adult audiology services.



**Lydia's story**  
how she made the transition to adult audiology services

**I've never really had a problem with the way I hear my instruments; I don't think in any way my deafness has affected my musicality.**

**LYDIA'S DEAFNESS WAS DIAGNOSED** just as she started primary school, but her parents, Kate and Nick, were already suspicious that she had some type of hearing loss. It's believed that Lydia lost her hearing some time after birth. She also had an operation for an unrelated condition which was thought to have led to late development of speech, but when she was put in a classroom environment her teacher also suspected a hearing loss. "We took her to the doctor and half expected them to say she had glue ear. The consultant just came out and said 'She's deaf; she's got high frequency sensorineural deafness. It's permanent; she'll need hearing aids,'" says Kate.

## Musical talent

Initially Lydia only had one hearing aid, but within a couple of months she had two. She was also a candidate for cochlear implants, but because of her musical talent – she is post Grade 8 in cello and soon to take her Grade 8 piano exam – she decided against the procedure. "If we'd gone ahead with the cochlear implant, it could have impacted how I heard my instruments and, if that changed, whether I would still enjoy music," Lydia says. "I've never really had a problem with the way I hear my instruments; I don't think in any way my deafness has affected my musicality. I didn't need support really: I started an instrument, I loved it and it just came naturally to me."

Lydia, who also has a younger sister, Ruby (14), is interested in going to university to study geology. So the positive move to adult services and how they could help her live more independently, either at home or if she chooses to study elsewhere, has been hugely beneficial to her.

## **You feel quite safe and cocooned with children's hospitals and it's all very nice and cosy... adult hospitals just aren't the same places.**

Lydia's final appointment at children's services came in January last year, just before her 16<sup>th</sup> birthday. "We'd been told our appointment with adult care would be within six months but, following a change of appointments by the adult hospital, it was actually nearer 10 or 11 months," Kate says. Lydia's hearing aids had a full service at her last appointment with children's services and she was still able to get hearing aid batteries and tubing from them while she waited for her adult services appointment.

### **Independence**

Before going to the adult audiology service, the children's team prepared Lydia for what they would be focusing on after her move. "They gave me loads of leaflets in a pack that had a label on it called a transition pack. One leaflet was about the fire service because, moving to adult care, they focused on how I was going to have to start living independently soon, even just living more independently at home because my parents go out sometimes and I'm at home alone. So, one of the things they touched on was about getting a special smoke alarm in from the fire service and they also talked about Personal Independence Payments (PIP)," says Lydia.

Another thing that was explained to Lydia was how she would be more in control of her own care when under adult services. "While I was with the children's service they put in the effort to get in touch with me and make the appointments," she says. "When I got to adult care it was very much down to me and if I had a problem, or if there was something wrong with my hearing aids, it would be up to me to make the appointment to go and see them and get it sorted."

Lydia feels like this added independence has come at a good time, when she's starting to have more responsibility as a young adult, so the move hasn't been as nerve-wracking as it could have been. "I think we were

nervous because before we knew anything about how it all worked, we thought 'Will it be nice at the adults' or is it going to be a lot more difficult?'" says Kate, but she was put at ease by how helpful the adult services team were. "You feel quite safe and cocooned with children's hospitals and it's all very nice and cosy... adult hospitals just aren't the same places," says Kate. "We were expecting the adult care services would be a less involved kind of care – not so approachable or friendly, and maybe a bit more intimidating." However, Lydia and Kate realised that this wasn't the case and were pleasantly surprised at their first transition appointment. "The department was lovely. They were equally as helpful and had a load more information and leaflets. They explained everything, and it was very easy to follow the system," says Kate.

Lydia advises deaf young people making the same transition not to worry. "They really do make sure that you're comfortable," she says. "If everyone experiences it how I have, it will all be really helpful." Kate also suggests having a list of questions, just in case something isn't covered in the initial appointment.

Now she's preparing to go to university, Lydia feels confident she has the support she needs from adult services to be more independent and knows she can come back and use her local service during her time away. "The bottom line is you've always got your home city to go back to," Kate says. "It will always look after you if that's where you choose to get your care when you come back. All is very well, and Lydia's happy so we're happy!" 

 **To find out more about your deaf child's options after leaving school, see [www.ndcs.org.uk/leavingschool](http://www.ndcs.org.uk/leavingschool).**

**For more about claiming PIP, visit [www.ndcs.org.uk/PIP](http://www.ndcs.org.uk/PIP).**

## **Your summer checklist for deaf young people aged 15-18**



### **Support after leaving school**

Is your child starting college, university or an apprenticeship? We have lots of resources for parents and carers, young people and course providers to make sure deaf young people know their rights and get the right support. Have a look at [www.ndcs.org.uk/leavingschool](http://www.ndcs.org.uk/leavingschool). You can also order our *Supporting the Achievement of Deaf Young People in Further Education* resource from our Freephone Helpline or download it from [www.ndcs.org.uk/supportingachievement](http://www.ndcs.org.uk/supportingachievement).

### **Internships and work experience**

Doing a work placement or an internship over the school holidays is a great way to help your child get ready for the world of work, gain invaluable skills for higher education and apprenticeships, as well as meet new people. Find out more at [www.ndcs.org.uk/employment](http://www.ndcs.org.uk/employment).

### **Going to university**

Ruth (21) talks about her experience of moving away from home to study at university and advises on what deaf young people should think about before applying, including the support the university offers, what the student community is like, how to choose accommodation and applying for Disabled Students' Allowances. Watch at [www.youtube.com/ndcswebteam](http://www.youtube.com/ndcswebteam) (search 'deaf vloggers university').



# Swimming in success

Lauren (20), who is profoundly deaf, trained as a swimming coach through our award-winning deaf-friendly swimming project\*. She tells us about her experience of taking the qualification and what she loves about teaching swimming.

**“I WAS DIAGNOSED** with a moderate to severe hearing loss when I was five years old. However, my hearing slowly deteriorated as I grew up. Today, I’m classed as profoundly deaf. There’s no deafness in my family so it’s a mystery to me why I’m deaf but I don’t think negatively of it. It’s a part of who I am and I’ve accepted that since I was young.

I wear hearing aids and communicate using speech and lip-reading. Throughout school I used a radio aid to help me hear the teachers better. I always watch TV and films with subtitles so I understand everything that’s being said. I have a small alarm that I put under my pillow that vibrates in the morning to wake me up in time for classes and work shifts.

I went to mainstream primary and secondary schools. Neither offered any specialist support for deaf pupils so my Teacher of the Deaf visited every week to check if my radio aid was working and on my language skills.

## Swimming

I found learning to swim as a deaf child extremely difficult. I had to do three years of swimming lessons and it was quite frustrating because it was extremely noisy and I didn’t feel very involved in the lessons. Eventually I was put with an instructor in one-to-one sessions which made a big difference for me. I was able to progress and understand what I needed to do and why.

I was doing swimming in PE in high school and my teacher thought I had a very good technique. After the block finished, he recommended I join the school’s early morning competitive training sessions. I went along and thoroughly enjoyed training with a coach who focused on improving my technique. I also got to swim in my first gala and national schools’ swimming meet which I found really fun!

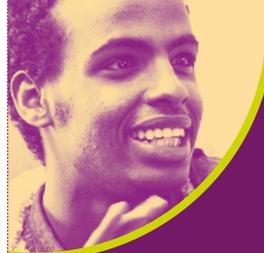
Last year I saw a Facebook post about 16 deaf young people who completed a course in teaching swimming which inspired me. I thought I’d enjoy teaching swimming and I didn’t want more deaf children missing out on lessons



**Lauren's story**  
how she trained  
as a swimming  
instructor



**“ I didn’t want more deaf children missing out on swimming lessons like I experienced because swimming is very enjoyable and a life skill too.**



**I find it very rewarding seeing the children improve and master specific aquatic skills because we both feel a big sense of achievement afterwards.**

like I did because swimming is very enjoyable and a life skill too. I also saw there was a bursary scheme for deaf coaches on the National Deaf Children’s Society website so I emailed the swimming development officer for more information. I was then sent an application form to complete about myself and my involvement in swimming.

I received a bursary which allowed me to do a UKCC (UK Coach Certificate) Level 1 Teaching Aquatics certificate with Scottish Swimming (governing body for swimming in Scotland). The course helps develop teaching skills along with introducing the knowledge, practical skills and safety involved in swimming. With this qualification, you assist a level 2 teacher who leads the session so you can develop your skills in practice.

**Coaching**

I was very excited to start the course. I did feel quite nervous about being assessed on my practical teaching ability but it went so much better than I first thought. The course consisted of five days of theory and practical sessions. I found a laptop essential for completing tasks on the online portfolio and reviewing slides to prepare for the exam. Scottish Swimming organised a palantypist via Skype to listen to the tutor during the theory sessions. He would type up the tutor’s verbal explanations for me to read as if they were subtitles in real time. It was very helpful and I didn’t miss anything that was said.

I thoroughly enjoyed learning about each stroke in depth and practising technique analysis for fault corrections and demonstrations. Putting all the theory into practice in real lessons was the most rewarding bit for me because I was able to teach a deaf child for my assessment. I loved it! After completing the course I did some shadowing with some other level 1 and 2 teachers so I

could develop my teaching skills and understand how different lessons are taught. I had lots of feedback which was so helpful and improved my confidence too.

I now love working as a swimming coach. I find it very rewarding seeing the children improve and master specific aquatic skills because we both feel a big sense of achievement afterwards, which is a great feeling! There are so many different types of learner so my teaching strategies are varied to suit them and the level 2 teachers help me out if I’m struggling. I’ve already signed up for my UKCC Level 2 Teaching Aquatics (which is also funded by a bursary) this summer which I’m really looking forward to!

To a deaf young person considering becoming a swimming coach I’d say do it – I highly recommend it! Be confident in your teaching ability. Use demonstrations as much as possible and just have fun with it by creating new games or analogies using props or toys – it keeps the children engaged and happy.

I’m also currently studying Applied Sport and Exercise Science at Robert Gordon University in Aberdeen. I’d like to pursue a career in the sports industry and I’d say that this job is my first step into it so I’m interested to see where else it will lead me in future.”

**Good luck Lauren!**

\*Deaf-friendly swimming Scotland was funded by the National Lottery through the Big Lottery fund.



**➔ If you’re deaf, aged 16–25 and interested in becoming a swimming teacher like Lauren, get in touch at [swimming@ndcs.org.uk](mailto:swimming@ndcs.org.uk) and our swimming development officer will help you find an opportunity that’s right for you.**

**Your summer checklist for deaf young people aged 19–25**



**✓ Apprenticeships** Doing an apprenticeship, traineeship or supported internship scheme is an opportunity for young people to gain structured work experience alongside studying for qualifications. If your son or daughter is interested in doing an apprenticeship they might find our information helpful. It gives an overview and answers some frequently asked questions. Have a look at [www.ndcs.org.uk/apprenticeship](http://www.ndcs.org.uk/apprenticeship).

**✓ Travel tips** Before your son or daughter goes off into higher education, an apprenticeship or starts work, they might decide to do a bit of travelling. It’s a great way for a deaf young person to increase their confidence and independence, but there may be some challenges. We have tips to address some of these at [www.ndcs.org.uk/travel](http://www.ndcs.org.uk/travel).

**✓ Vloggers: deaf people talk about their jobs** Going into the world of work, or into a new job, is daunting for anyone. Our vloggers cover topics that could help you and your son or daughter feel more confident about them applying for jobs, what to expect at work and the support they should receive from their employers. Watch at [www.youtube.com/ndcswebteam](http://www.youtube.com/ndcswebteam) (search ‘deaf people talk about their jobs’).



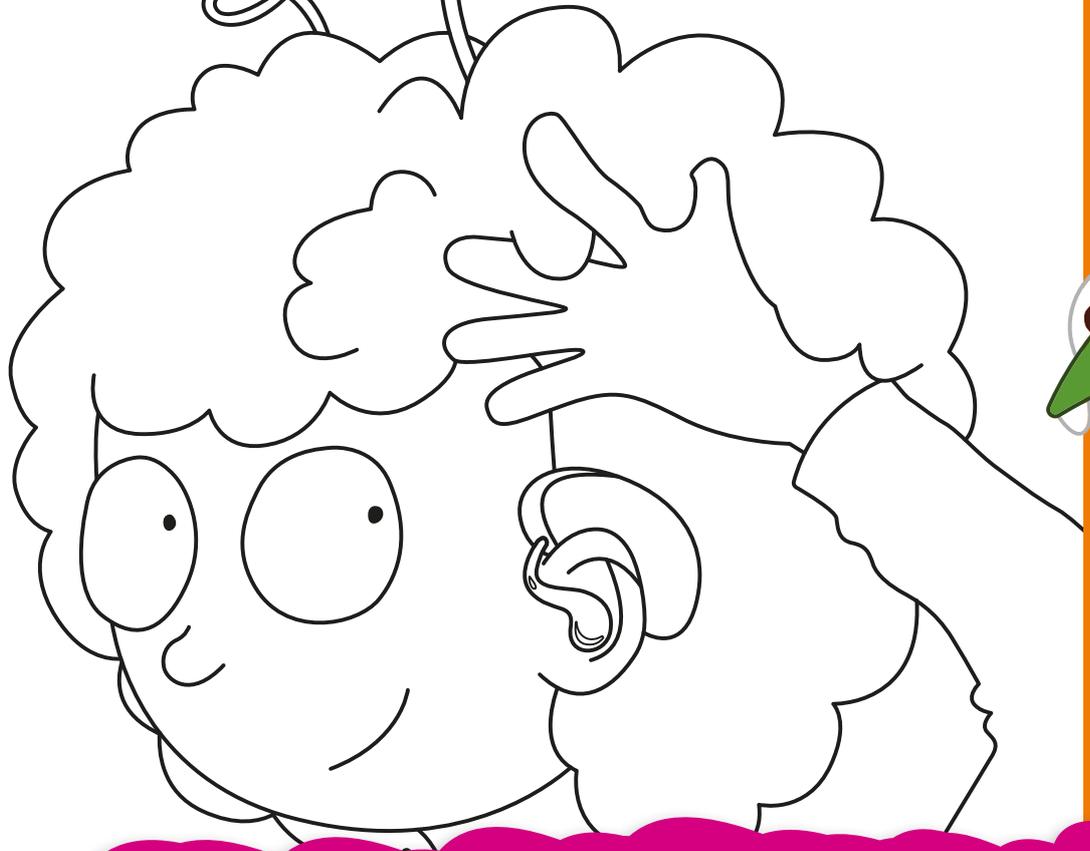
Tear out these pages, give them to your friends!

**W**elcome to Scribble Club, our new activity section for deaf children just like you.



Colour in this picture of Daisy showing us her hearing aid.

What colour do you think it should be?



In our storybook *Daisy and Ted's Awesome Adventures*, Ted makes a new friend called Daisy, who is deaf, and they have lots of exciting adventures.  
[www.ndcs.org.uk/awesomeadventures](http://www.ndcs.org.uk/awesomeadventures)

**art**

ur child and let their **creativity** run wild!



## What would your ideal hearing aid or implant look like?

Draw a picture of it below. Don't be afraid to use crazy colours and wacky designs!



How many hearing aids can you find hidden on these pages?  
Pssstttt...don't forget to count your drawing!



ANSWER: 9 plus your own!



# How do I...

## ...give my child the best holiday experience?

Going on holiday can be an exciting time and every parent wants their child to enjoy their trip. For parents of a deaf child, there might be more to think about around safety, organisation and deaf awareness. Below parents share their tips on preparing for a holiday.



Megan

**Sherrie is mum to Megan (4) who is profoundly deaf and wears cochlear implants.**

Megan wears cochlear implants so we make sure we take enough travel plugs with us for the dry box, battery charger and accessories (each of ours was provided with adaptable plugs) when we travel. We pack rechargeable batteries in separate cases, in case of lost luggage, and make sure we have enough battery life in our hand luggage to last our travel time.

I suggest contacting your implant centre/provider well in advance if you want to arrange insurance for the travel spares/replacement service. If you have them, pack a spare of each part: microphone covers, coil cable, etc. We found Gatwick Airport very knowledgeable with no need to explain about body scanners.

We use the mini-mic accessory with an aux cable so Megan can plug into headphone sockets for in-plane entertainment and the iPad, but be sure to test the volume set-up before you go.

Try to get into a routine of applying sun cream on ears where possible before implants are put on, as we found that it got messy when applying on the move. When in the pool, or at aqua parks, we use a fabric Alice band and swim hat to keep processors in place and Cochlear's aqua accessory with ear clips. The mini-mic is a great way of making sure your child can hear you if you're on the edge of the pool. This was particularly useful when there were water fountains and play areas. Also, make sure everyone you're travelling with is aware of how waterproof your child's hearing devices are as water play is often more frequent on holiday!

**The mini-mic is a great way of making sure your child can hear you if you're on the edge of the pool.**

### JOIN OUR FAMILY PANEL

Next time in *Families* magazine: **How do I... help my child explain their needs to others?**

If you have any tips, advice or suggestions to share, get in touch at [magazine@ndcs.org.uk](mailto:magazine@ndcs.org.uk).

**Charlotte is mum to Leo (6) who is moderately deaf, wears hearing aids and uses a radio aid.**



Leo

Leo struggles with background noise so when flying we always make sure we're last to board and leave the plane, so we avoid the rush. We also use his radio aid in busy places. He manages without his hearing aids in the day while he's round the pool but we then put them in for meal times and the evening. We're so used to him wearing his aids now; everything just comes naturally as it's all part of his daily routine. Whether we're at home or on holiday the rules still apply.

**Mandeep is mum to Luckpal (14) who is profoundly deaf and has a cochlear implant.**

When we go on holiday I ask the Nottingham Auditory Implant Programme (NAIP), who provided Luckpal with his cochlear implant and give him support, to write an official letter explaining he can't go through the body scanners at



Luckpal

the airport. I also get another letter in the language of the country we're visiting explaining this so there's no confusion, as some countries aren't deaf aware.

**Amy is mum to Ryan (12) who is profoundly deaf and wears cochlear implants.**

We apply for a holiday pack, which is free once a year or £60 otherwise, from Ryan's cochlear implant centre. It has an implant processor and basic accessories in case of any problems. It's a sealed pack and we're asked not to open it until we've done all the usual troubleshooting, because the centre gets charged when we open a pack. I also take any spare parts we have, just in case.

If Ryan attends any holiday clubs I write a briefing, including what it's like to have a hearing loss and how to communicate with him. It lists some deaf awareness tips, such as to speak facing him, don't shout, repeat instructions away from busy situations and check he has understood. I also include a very brief troubleshooting guide to his implants and any rules for taking them off for activities like swimming and trampolining. From experience if holiday club staff don't ask how to communicate with him he doesn't stay there.



Ryan

**Whether we're at home or on holiday the rules still apply.**



**Kirsty is mum to Zach (9) who is profoundly deaf and wears cochlear implants.**

When going away we take an electronic dryer (a drying container to collect moisture), aqua cases, which are specifically for Cochlear N6 users and make the processors waterproof, international travel plugs and spares of everything. It all goes on as free of charge medical hand luggage and doesn't count against the rest of your allowance. We also take dry powder antibiotics in case Zach gets an ear infection.

We have the Cochlear annual insurance policy, where Cochlear guarantee to ship a replacement

processor to you wherever you are in the world within a specified timescale mapped for you ready to use (but Cochlear offer a number of different insurance policies). Regular travel insurance needs hearing loss and cochlear implants specified to cover any treatment at all. If you break a leg and they find out you didn't tell them about deafness, you're not covered for a broken leg!



Zach

➔ **Many airports have special assistance services to reduce airport stress for those with a disability. You can find out about Gatwick's service at [www.gatwickairport.com/at-the-airport/passenger-services/special-assistance/other-assistance](http://www.gatwickairport.com/at-the-airport/passenger-services/special-assistance/other-assistance).**

**Don't forget that a personal passport, a document containing useful information about your child, can be used for leisure activities and holiday clubs too. See pages 30–31 for more on this or visit [www.ndcs.org.uk/passports](http://www.ndcs.org.uk/passports).**

# Cued Speech makes spoken language visible



**Cued Speech uses just 8 hand shapes near the mouth to clarify all the lip-patterns of your normal speech.** It complements both cochlear implants and BSL.

- Early language is vitally important. Give your deaf baby or toddler full access to English (or other spoken languages) without delay - before an implant, when implants or aids can't be used, or to supplement listening.
- Help your deaf child with English and literacy.

**It's easy to learn Cued Speech.** Train at home, at a time right for you, through **Skype**. And/or come to our **Summer Camp** on the beautiful Devon coast. Free training places are available for parents.



“ *The discovery of Cued Speech and what it could do for our son and for us as a family was profoundly liberating and life-changing.....* ”

**Make your language visible - contact Cued Speech Association UK:**

Phone: 01803 712853 Email: [info@cuedspeech.co.uk](mailto:info@cuedspeech.co.uk) Webs: [cuedspeech.co.uk](http://cuedspeech.co.uk) & [learntocue.co.uk](http://learntocue.co.uk)

Charity run by parent and professional users of Cued Speech. Registered in England and Wales No 279523

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**Royal School  
for the Deaf Derby**



Andy

# ask the expert

“It’s about giving everyone the chance to reach their own potential...”

Each issue a different professional shares their expert advice and gives information to help you support your child. This time Andy Palmer, Deaf Football Co-ordinator for Peterborough United, shares his insights.

## What types of deaf young people do you coach?

We coach kids from age nine up to our oldest player who is 40! We have two youth teams – under 13s and under 16s. Our players have different levels of deafness and use sign language or speech. We’re a club for any young person with hearing loss and it works really well. The youth teams play other deaf teams at tournaments and we also play local teams of hearing children. We do pretty well against them too!

## How do you communicate with the deaf young people you coach?

We communicate with kids in the way that suits them. Our coaches are experienced and have had deaf awareness and sign language tutoring or are deaf themselves. The most important thing is to structure the sessions so they are inclusive. We use visual methods, demonstrations and position the players so everyone can see what’s happening. During matches we communicate using signs, voice and gesture. The key to success though is that the players know what to do before the whistle blows!

## How do you plan/prepare for coaching deaf pupils?

Our coaches plan the sessions based on the skills and abilities of the players and what’s coming up, like a match or tournament. The preparation is really based on ensuring there’s enough time to explain the session, that we have means to do it visually and the coaches know the kids’ communication styles individually so they feel included.

## How have you adapted your coaching style?

The main adaptation is that any instructions for a session are given when all the kids are together so communication is easier. Once they break apart, it can be a challenge to let everyone know something new.

## Do deaf young people face any challenges on the pitch other than communication?

Some of our players have also had balance issues and that can lead to the odd fall but that needn’t stop any player getting involved. There is also variation in ability between players. To make sure everyone has fun we match players of similar ability in matches and make sure the focus of the club isn’t just on winning. It’s about giving everyone the chance to reach their own potential.

## What’s most enjoyable about coaching deaf pupils?

The best part is when you realise that the kids are enjoying the experience. That might be when someone scores a goal wearing a Peterborough shirt for the first time; they probably have dreamed of that moment.

## Do you have any advice for other deaf children who want to play football?

Have a go! There are lots of deaf children across the country of all shapes, sizes and abilities who really enjoy it. They probably all felt apprehensive when they started but made friends, enjoyed what football has to offer and had very positive experiences. The Football Association (FA) run a comprehensive deaf football talent programme so it’s a real possibility that one day, if a player has the talent and commitment, they could represent their country.

To anyone thinking of setting up a deaf football programme in their area, get in touch on [andyp@cambsdeaf.org](mailto:andyp@cambsdeaf.org).

→ To see videos of other professionals who may support your child, go to [www.ndcs.org.uk/howwillhelp](http://www.ndcs.org.uk/howwillhelp).





# Sharing information about your child

**A personal passport can be a great way for you to share information with professionals about the needs of your child.**

Your child will come into contact with a wide range of professionals as they grow up, some may know very little about deafness. We know parents often worry about how you can make sure professionals know and understand your child's needs. Personal passports can be a simple way of making sure professionals have this information at their fingertips, by effectively giving them a short 'guide' to your child.

We've created a few examples for children of different ages that you can use with education professionals. These are available from [www.ndcs.org.uk/passports](http://www.ndcs.org.uk/passports).

## Tips on writing a personal passport

- Be as specific and detailed as possible. For example, don't say 'needs hearing aids checked regularly' say 'needs hearing aids checked three times a day'.
- Try to involve your child – they may have suggestions for things to include or can say if there's anything they'd prefer not to be shared.
- Don't say more than you need to – important information might get missed if you write too much.
- Update it regularly, preferably before the start of each school year as changing schools/teachers can be challenging for your child.
- Don't include confidential information that will limit who you want to share the passport with. This information can be passed on to a keyworker or teacher in a different way.

Some deaf children may already have a statement of special educational needs, an Education, Health and Care plan or a Coordinated Support Plan. If so, a personal passport can still be useful. It may include a lot of the same information,

but should be much shorter and only include key information about your child which you feel is important on a day-to-day basis.

## What about older deaf children?

For secondary-aged children, or older, we've also created template personal profiles.

A personal profile is the same as a personal passport, but created by the young person themselves rather than their parents. We encourage deaf young people to create their own personal profile as soon as they feel able, as it's important for developing confidence and independent living skills.

Templates for young people to share with education professionals and their employer can be found at [www.ndcs.org.uk/profiles](http://www.ndcs.org.uk/profiles).

## What to do if your child isn't getting the support they need

If you feel that your child isn't getting the support they need, even after communicating their needs, you should:

- first speak to the teacher, keyworker or person caring for your child – in most cases, this should resolve the problem
- ask your child's Teacher of the Deaf for support
- share some of our resources for professionals, including our Supporting Achievement resources (available at [www.ndcs.org.uk/supportingachievement](http://www.ndcs.org.uk/supportingachievement)).

➔ **If there's no improvement visit [www.ndcs.org.uk/educationrights](http://www.ndcs.org.uk/educationrights) to see what you can do next. You can also contact our Freephone Helpline for information, support and advice.**



**Sarah is mum to Lucy (11) who has a mild hearing loss in her right ear and a moderate loss in her left. She wears hearing aids and uses speech and lip-reading but is also learning British Sign Language.**

We saw information about the passport last summer and thought it would be useful to have at school as Lucy has three different teachers and occasional supply teachers or assistants. We've had a few occasions when she was moved to a different table, struggled to hear the teacher and was uncomfortable asking to sit where she could hear.

We made the passport ready for the start of the new term last September. There's a copy on the teacher's desk and Lucy carries another with her. We used the guidance on the National Deaf Children's Society website to create the passport and included information on where it's best for Lucy to sit in the classroom, her hearing aids and where spare batteries are kept, the extra help she may require (repeating instructions/providing written instructions), contact details for her hearing support worker and a link to the National Deaf Children's Society website.

Lucy has shared the passport with all her regular teachers and support staff. It's also been helpful when they've had a supply teacher as she doesn't have to keep explaining things (which she found quite embarrassing) and it's something she feels comfortable showing to staff. It's also taken the onus away from me and given her some independence! We'll be updating it ready for secondary school this September. I think it'll really come into its own then when she has a different teacher for every subject.

Lucy has been much happier at school; the passport has given her more responsibility for looking after herself and she's really proud of it. Previously she'd been reluctant to talk to the teacher if she was struggling so this has taken away some of the stress for her! All staff are made aware of the difficulties she has and it's provided much more awareness and support.



Lucy and Sarah

## Supporting your child's education and learning this summer



### ✓ Developing key skills

For ideas and activities to help develop your child's reading, writing and maths skills over the summer, see our resources *Help Your Deaf Child Develop Language, Read and Write* and *Help Your Deaf Child Develop Maths Skills*. There are booklets for different age groups. [www.ndcs.org.uk/education](http://www.ndcs.org.uk/education)

### ✓ Preparation for next term

Ask the school for a list of key vocabulary for each subject for next term so you can go through it with your child before they come across it in lessons.

### ✓ Exams

If your child will be taking public exams in the next two years (GCSEs/standard grades, AS/A-levels/Highers), ask the school which exam boards they're using and have a look at their websites. They contain useful information such as exam timetables and grade boundaries, as well as topics to be studied.

[www.ndcs.org.uk/exams](http://www.ndcs.org.uk/exams)

### ✓ Leaving school

If your child is starting college, an apprenticeship or going to university next term, visit [www.ndcs.org.uk/leavingschool](http://www.ndcs.org.uk/leavingschool).



# Fun apps to develop early skills

Your deaf child's early years are really important for developing key skills including listening, numeracy and social interaction. Here we suggest some apps that could benefit them.



## For developing listening skills

**Peekaboo HD**  
(iOS/Android: free)



### What is it?

A simple app where you listen to the noise of an animal hiding behind a haystack, then tap the screen to reveal who's hiding.

### Great for:

Children starting to use a tablet and developing their listening and animal identification skills.

### What you told us:

"It's a great app for little ones as it's simple and easy to use. My daughter liked hearing the sound first (it encouraged her listening skills), guessing what the animal was (she signed it to me) then seeing the animal emerge. It's a little bit American with 'rooster' instead of cockerel, but no other dislikes. She learnt to listen, anticipate the answer and practise animal signs."

– Hannah, mum to Elodie (2) who is severely deaf.



Elodie

**Listen and Learn**  
(iOS: free)



### What is it?

This app helps children learn the sounds of common objects around them by clicking on animations. There are 12 categories of sounds that your child can listen to individually. They can then develop the activity by identifying which of two different sounds they can hear.

### Great for:

Encouraging children to listen, recognise and distinguish between different sounds.

### What you told us:

"My daughter enjoyed the music in the background and with a few vocal commands she could use the app well. It's bright, and easy to use and navigate."  
– Jeff, dad to Lila (2) who is profoundly deaf in one ear.



Lila





## For developing numeracy skills

### Maths Practice 3-5 (iOS/Android: free)



#### What is it?

One in a series of maths apps, that helps children aged 3-5 practise maths by counting and matching colours, shapes and sizes. You can create individual profiles, track your child's progress in the activities and even print out certificates for completed topics.

#### Great for:

Introducing children to simple maths activities and helping them recognise and pair objects.

#### What you told us:



"This app is very easy to use; my daughter competently navigated and used it. It has talking instructions which you can repeat if you haven't heard them

properly. Megan liked that each level was different and challenging enough to keep her interested but not too hard that she would give up. The final section tests the child's ability to understand the subject matter. Megan liked the reward chart style."

– Sherrie, mum to Megan (4) who is severely deaf.

### Fisher Price Let's Count Animals for Baby! (iOS/Android: free)



#### What is it?

One in a series of very simple interactive numeracy apps, where your child can learn to count up to 10 animals. It involves listening for instructions and interacting with the cartoon animals on screen. It also has songs between counting tasks to help engage young children.

#### Great for:

Introducing very young children to numbers and counting.

#### What you told us:

"This app is very colourful and easy to navigate; my daughter was able to tap on the animals and to the next page. She was able to repeat the numbers after only a short while of using it. Lila enjoyed the background music and the animal noises – maybe the app could be a bit more interactive when you tap on the animals though."

– Jeff, dad to Lila (2) who is profoundly deaf in one ear.



## To encourage interaction, role play and discussion

### Nighty Night! (iOS: £2.99/Android: free)



#### What is it?

An interactive story app. One-by-one you put the farm animals to bed by turning out their lights.

#### Great for:

Introducing children to experiencing and sharing an interactive story and helping them relax before bedtime and get into a sleep routine.

#### What you told us:

"It starts with a short story then my son had to switch off all the lights individually on a farm to put the animals to sleep. He loved tapping to press the light switches and enjoyed seeing the animals. During our second go he was saying 'Night night' to the animals and 'Press' to the buttons. This app definitely encouraged his speech which is something we're working on at the moment. As the app is calm and quiet he was able to participate well. I think the more we play it the more he'll start to understand the concept of turning off the light to go to sleep."

– Esme, mum to Isaac (18 months) who is severely deaf.



"My daughter loved this app, as did my hearing son (3). It's such a colourful, beautifully animated story about putting animals to bed. Cara loved clicking

on the animal to see it move and make noises. My son would say 'Night night' to the animals and she would try to copy. She smiled lots and was really engaged with this app. It's quickly becoming part of our night-time routine. We love how you click on the lit-up windows to see the animals and at the end the house is in darkness."

– Avril, mum to Cara (18 months) who is severely deaf.

## GUIDED ACCESS

This is a parental control function, only available on Apple smartphones and tablets, that allows you to lock your device onto a single app and lets you control which parts or features of that app are available whilst Guided Access is enabled. It's useful for restricting your child's access to other apps, unsuitable content or in-app purchases. To find out more (including how to set up and use it) go to [www.ndcs.org.uk/apps](http://www.ndcs.org.uk/apps).

To find out more about the latest apps that could help your deaf child, including many specifically aimed at helping develop early years skills, go to our online apps resource. [www.ndcs.org.uk/apps](http://www.ndcs.org.uk/apps)

# Reviews

Would you or your child like to write a review for *Families* magazine? Email [magazine@ndcs.org.uk](mailto:magazine@ndcs.org.uk).

**Books and products for deaf children... Tell us what you think!**



## **Hattie and Friends – A Day at the Park**

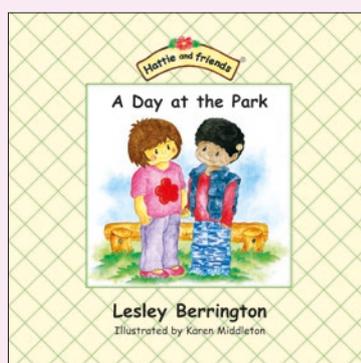
Written by Lesley Berrington and illustrated by Karen Middleton

Available from [www.hattieandfriends.co.uk](http://www.hattieandfriends.co.uk)

**£5.99 including P&P**

0-4

5-10



The front cover of this storybook has an illustration of two children, Hattie and Toby. Toby has a visible cochlear implant and my daughter noticed it immediately and commented on it admiringly! The book is a simple and pleasant story about a day at the park with a character who happens to have an implant. No mention is made of Toby's implant or any hearing loss/deafness in the narrative itself. I think that my little girl really got a kick out of seeing herself represented in a storybook that was focused on something

other than the implants.

The story follows two families on their busy day at the park. The characters all use speech and the language is geared towards younger children. I found the text a little tough to read, especially in low light, as it was overlaid directly onto the pictures rather than being on a plain background. The illustrations are packed with little extra details for children to explore – there's lots to talk about on every page.

I love the idea of the positive inclusion of deafness in all aspects of play and development, and I think books like this can contribute to improvement in self-esteem as well as promoting positive attitudes in the wider community. My daughter is the only child with cochlear implants in her school and she'll often spot another person's hearing aids 100 yards away! She likes to see herself represented and this book did a great job of exactly that. We also liked the diversity shown with lots of different characters. This is a lively storybook for all young children and we enjoyed reading it together.

– Lynn, mum to Freya (6) who is profoundly deaf with cochlear implants.



## → Key

This resource could be most suitable for the following ages:

0-4

5-10

11-14

15-18

19-25

“ **Headbones use bone conduction technology to pass the sound of music by vibrations through the cheekbones.** ”



### Damson Headbones

These are Bluetooth headphones so they can easily connect to your smartphone or tablet without wires. Instead of sitting on the ears and producing sound, the Headbones use bone conduction technology to pass the sound of music by vibrations through the cheekbones. They are suitable for someone with a conductive hearing loss or maybe a child who doesn't like wearing their hearing aids all the time.

Available from [damsonaudio.com](http://damsonaudio.com)  
**£69.99**

11-14

15-18

19-25

Daniel tried the Headbones at school when the National Deaf Children's Society Roadshow visited them. He liked them and he enjoyed feeling the vibrations through them and that they could help him experience music that way, so we asked to borrow a pair from the Technology Test Drive loan service.

We liked the Bluetooth connectivity; it was easy to connect and use. Daniel liked the bone conduction vibrations and the rest of the family (hearing) also liked the sound quality as we could use them as well. Another positive for Daniel was having nothing in his ears.

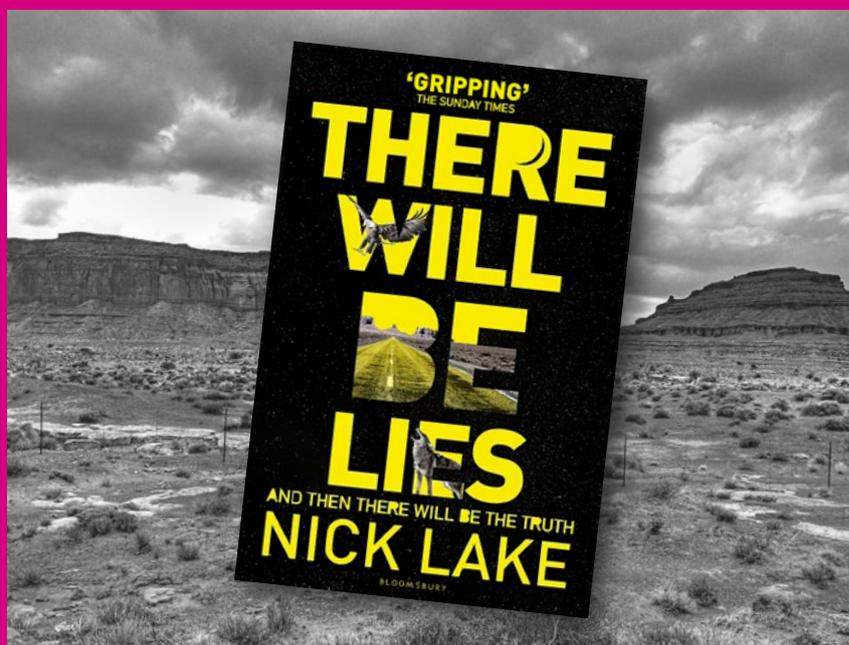
Daniel has no cochleas and no access to sound but these gave him a positive experience of the vibration/rhythm of music. He loved 'feeling' the music through these so we have now bought him a pair. The only problem we have is the battery life – Daniel uses

them at school sometimes but often the battery dies before he's finished.

– Ann, mum to Daniel (10) who is profoundly deaf.



Daniel



### There Will Be Lies

Written by Nick Lake

Available from [www.amazon.co.uk](http://www.amazon.co.uk)

**£12.99**

15-18

19-25

*There Will Be Lies* is a book written from the perspective of a deaf teenager called Shelby who lives in Arizona. Shelby lives a sheltered life: she doesn't go to school and her mum controls everywhere she goes. One day she gets hit by a car and a coyote tells her that there will be two lies and then the truth will be revealed, and after hearing this she goes on a journey to discover the truth and find out who she is inside.

I like this book because it's not instantly obvious Shelby is deaf. She doesn't mention that she's deaf until a couple of chapters in, but there are some clues: she misses out on what people say when she isn't facing them, she uses subtitles on the TV and the author doesn't use speech marks but uses italics to show speech. That's one thing I didn't like about the book. Even though it shows that characters are signing, when Shelby and others are speaking the author keeps using italics which made the dialogue hard to follow. Apart from that it's a really good, addictive book and I would definitely recommend it to everyone.

– Erin (17), who is moderately deaf.

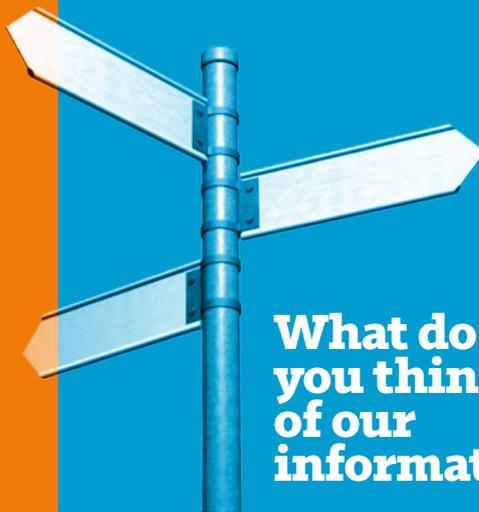


Erin



📞 Freephone 0808 800 8880  
 ✉️ [helpline@ndcs.org.uk](mailto:helpline@ndcs.org.uk)  
 💬 [www.ndcs.org.uk/livechat](http://www.ndcs.org.uk/livechat)

# Helpline



**What do you think of our information?**

**Q** My daughter loves swimming, but she can't hear us when she takes her hearing aids out. Is there any waterproof or water-resistant hearing equipment you could suggest?



The listening environment at a swimming pool can be difficult at the best of times but more so if you also have a hearing loss.

Most hearing aids are described as water-resistant, meaning they give some protection against sweat and any brief exposure to water. Water-resistant hearing aids are usually given an IP57 or IP67 rating and therefore aren't suitable for immersing in water or for wearing during activities in water. Water-resistant hearing aids are widely available through the NHS but at the moment waterproof hearing aids aren't. If you think waterproof hearing aids might be useful for your daughter, we'd suggest that you talk to your audiologist.

One option may be to buy waterproof hearing aids but there are quite a few factors to consider. There's more information in our *Hearing Aids: Information for families* booklet, pages 42–43, which can be downloaded from [www.ndcs.org.uk/hearingaidsinfo](http://www.ndcs.org.uk/hearingaidsinfo). There's also some information on the blog KidsAudiologist about water-resistant and waterproof hearing aids that may be useful. \* [kidsaudiologist.info/2012/03/27/waterproof-hearing-aids-cochlear-implants](http://kidsaudiologist.info/2012/03/27/waterproof-hearing-aids-cochlear-implants)

If you want to find out more about swimming, we have a factsheet for parents

that gives more information and ideas for support at [www.ndcs.org.uk/swimmingguide](http://www.ndcs.org.uk/swimmingguide). We also have information on how to help swimming pools and other leisure groups and clubs to be more deaf aware at [www.ndcs.org.uk/me2](http://www.ndcs.org.uk/me2).

\*Please note – we promote blogs that we think might be of interest to our readers but the opinions expressed in them are not necessarily our own.



## Disability Living Allowance (DLA) claim form guide

At the beginning of this year our Parent Review Panel looked at our two guides for helping parents claim DLA: *Disability Living Allowance: A guide to filling in the claim form*. One is for parents of under-threes and the other for parents of over-threes.

Thoughts from the panel included:

- the guide was 'invaluable' when making a DLA claim
- we thought the resource may be too long, however the panel pointed out that the detailed examples in the questions section were very thorough and helpful, so we decided not to condense the information but added a table of contents to help readers navigate the content
- some parents thought it could be clearer which questions on the form the information referred to, so we added question numbers
- it was suggested that we include more information on what to do if parents were unhappy with a DLA decision – this guide focuses on the claim process rather than appeals, but we added clearer signposts to our website where parents can find this information.

➔ You can find the updated guides at [www.ndcs.org.uk/DLAGuide](http://www.ndcs.org.uk/DLAGuide).

Would you like to help us improve our information resources? Join our Parent Review Panel by signing up to NDCS Listens. [www.ndcs.org.uk/ndcslistens](http://www.ndcs.org.uk/ndcslistens)





# What's new from us?

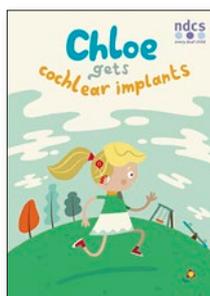


## Chloe Gets Cochlear Implants

**What type of information is it?** A comic-style booklet available to download from [www.ndcs.org.uk/resourcesforchildren](http://www.ndcs.org.uk/resourcesforchildren) or order from our Freephone Helpline.

**Who's it for?** Deaf children aged eight and under.

**What's it about?** Chloe has worn hearing aids since she was a baby but her hearing has got worse so her audiologist suggests cochlear implants might help. This comic follows Chloe and her family as they find out more about cochlear implants and go through the assessment process and surgery.



**You might also like:** *Cochlear Implants: A guide for families*, available from [www.ndcs.org.uk/cochlearimplants](http://www.ndcs.org.uk/cochlearimplants).



## How Technology Can Help: A guide to products and technologies for deaf children and young people

**What type of information is it?** A booklet available to download from [www.ndcs.org.uk/howtechcanhelp](http://www.ndcs.org.uk/howtechcanhelp) or order from our Freephone Helpline.

**Who's it for?** Parents of deaf children of any age.

**What's it about?** This guide will give you an introduction to the wide range of products and technologies that might be helpful to your child at home, in education, at work or when out with friends. Some of the products and technologies can help your child be more independent, for example being able to wake themselves up, knowing when the doorbell or phone is ringing or being alerted to the smoke alarm. Other products work with your child's hearing aids or implants to improve communication and help overcome background noise.



**You might also like:** *How Radio Aids Can Help: Information for families*, available from [www.ndcs.org.uk/radioaids](http://www.ndcs.org.uk/radioaids), which has recently been updated.



## JOIN NDCS LISTENS AND HELP MAKE OUR INFORMATION EVEN BETTER

Join NDCS Listens, our new network of people affected by childhood deafness who want to improve outcomes for deaf children. There are loads of ways you can get involved and help us improve our information, services and publications. We need reviewers, people to take part in surveys and focus groups and families to share their stories or simply tell us what else they need. Go to [www.ndcs.org.uk/ndcslisten](http://www.ndcs.org.uk/ndcslisten) for more information.



If you've registered on our website [www.ndcs.org.uk](http://www.ndcs.org.uk) you can order or download publications: click Family Support and then Order and view our publications. Or contact our Freephone Helpline on 0808 800 8880 (voice and text) or email [helpline@ndcs.org.uk](mailto:helpline@ndcs.org.uk).



“Being part of the local group has opened my whole family’s eyes to the deaf community.”

# Meet parents of deaf children near you

Joining a local group is a great way to meet other families with deaf children. Catering for a range of ages and levels of hearing loss, they allow parents and carers to support one another. Your child will also have the chance to make lots of new friends, both deaf and hearing.

There’s always something going on – from fun days and parties to coffee mornings and information sessions. Local groups support the whole family.

There are more than 100 groups across the UK. Each is run by a committee of volunteers who decide which events and activities they want to run in their local area. Local groups warmly welcome all deaf children and their families, so find your nearest group and get involved!

Find out more at [www.ndcs.org.uk/localgroups](http://www.ndcs.org.uk/localgroups) or contact [localgroups@ndcs.org.uk](mailto:localgroups@ndcs.org.uk) or 020 7014 5919.

Roadshow

# In your area

During our Roadshow's tour of the West Midlands we met some amazing young people at Baverstock Academy in Birmingham...



“It made me realise I can do whatever I want and being deaf isn't a barrier.”

**WE DELIVERED** various sessions throughout our day at Baverstock Academy, including Technology, Who Am I? (about deaf identity) and My Future, for the six deaf pupils, as well as deaf awareness workshops for their hearing friends. **Jamie (14)** told us the deaf awareness sessions really made him think about different ways to communicate. He said, “I got a lot of useful tips and I'll try to make sure that I think about these when I'm talking to my deaf friends.”

**Mason (16)** said, “One of the best parts about the Roadshow was that the two presenters (Jamie and Mark) were deaf. It was really important for me to meet a deaf adult who'd had great experiences he could tell us about. It made me realise I can do whatever I want and being deaf isn't a barrier.”

**Callum (16)** was interested in finding out more about his options after leaving school. “I'm hoping to do an apprenticeship in electronics so it was great to talk about the different types of support I can get in the workplace. I feel a lot more confident about my choices now and where to go for help. Talking to Jamie and Mark has made me feel excited about the future,” he said.

All the students were really impressed with the look of our new Roadshow. **Jacob (14)** told us,

“The Roadshow was really cool! It looked quite high tech and exciting. When I heard about the visit I thought it might be boring but we had so much fun and really learnt a lot. It was great to find out about the technology. I'd definitely like to get the vibrating alarm clock.”

**Joshua (13)** loved watching the team using sign language. “I haven't seen anyone signing before and now I think I'd like to learn. I took the fingerspelling card and I'm going to start learning the alphabet,” he said.

**Yvonne, Special Educational Needs Coordinator (SENCO)**, who organised the visit, summed up the day, saying, “I'd like to say a massive thank you to the team from the Roadshow. The pupils really enjoyed it and took much from it. Two of the older boys said they'd had a 'sick' day and were full of praise. They were all fascinated by the technology available and had a fantastic, fun-filled day. They were very impressed by the presenters being profoundly deaf themselves and how they communicated with each other; Jamie and Mark were awesome presenters. This really was a huge motivational factor as the students could see they hadn't been held back in their careers. I'm so glad that we did this. I'll definitely book you again.”

The Roadshow team are now continuing on our tour of the UK, hoping for some nice weather and looking forward to meeting you all! 📍

➔ To find out more about the Roadshow and when it will be visiting your area go to [www.ndcs.org.uk/roadshow](http://www.ndcs.org.uk/roadshow).

## Events

# In your area



We have lots of fantastic free events coming up. Here's a taster of just a few.



### Summer residential events for 8–18 year olds

At our summer residential events, young people can take part in activities that may include outdoor sports, arts and crafts and other fun-filled things to do. Many of the summer programmes have nationally recognised awards for young people to achieve.

- **Multi-Activity Week (age 8–15) and 16+ Transition (age 16–18), 14–18 August**  
Southampton, England
- **Explore the Outdoors, 21–25 August**  
Norfolk, England (age 14–17)
- **Multi-Activity Week (age 8–15) and 16+ Transition (age 16–18), 29 August–2 September**  
Chorley, Lancashire, England

Have a look at [www.ndcs.org.uk/events](http://www.ndcs.org.uk/events) to see our full range of residential events.

# What's on?

## → INTERESTED IN ONE OF OUR EVENTS?

We have an applications process for all our events for deaf children and young people, so it's best to send your forms in as soon as you can. We'll then get in touch to talk it over, before letting you know if your child has a place about eight weeks before the event. Go to [www.ndcs.org.uk/events](http://www.ndcs.org.uk/events) for more information on the process, specific deadlines (typically 11 weeks before the event) and to download application forms.

### Weekend programme for 8–18 year olds

At our weekend events young people get involved in many sports, creative and outdoor activities. Events are age-specific and targeted at a broad range of young people, with the chance to learn new skills and make new friends while having lots of fun.

- **Multi-Activity Weekend, 13–15 October**  
Cornwall, England (age 8–16)
- **Multi-Activity Weekend, 27–29 October**  
South East, England (age 11–15)
- **Get Creative Weekend, 17–19 November**  
Wolverhampton, England (age 11–15 and 16–18)

### Get Creative Day

Specialist activity provider Music and the Deaf will deliver this one-day event for deaf young people aged 8–15.

- **Get Creative Day, 14 October**  
Glasgow, Scotland (age 8–15)

### Early Years: Newly Diagnosed Information Days (0–2 years)

Aimed at families who haven't attended any of our events before, these two-day events are an opportunity to find out more about deafness, communication and learning through play and reading. They will be led by our experienced staff, and specialists will join us to share their knowledge and understanding.

- **23–24 September**  
Manchester, England
- **30 September–1 October**  
Reading, England
- **21–22 October**  
Cardiff, Wales
- **11–12 November**  
Stirling, Scotland

### Learning About Your Child's Deafness Information Days (3–12 years)

A two-day event for families with newly diagnosed deaf children aged 3–12 years, who haven't attended any of our events before. These events are an opportunity to learn about our services and get support with communication, learning and technology.

- **1–2 July**  
Sheffield, England
- **18–19 November**  
London, England



➔ We hold free events all over the UK for deaf children, young people and their families. Download our events calendar from [www.ndcs.org.uk/events](http://www.ndcs.org.uk/events).

## Learning from each other

Graham is dad to Ellie (15), who is severely deaf, and he has been volunteering at our family information events for eight years. Find out how he helps families and why our events can be a fantastic opportunity to meet other parents and get support.



Ellie was 10 months old when we discovered she was deaf. We received an enormous amount of support from the National Deaf Children's Society so I started volunteering at their events to help other parents. Things have changed over the years, but the focus is still on providing relevant, good-quality information to families.

Three years ago I became a host, actually running the events. Each one starts with an opportunity for families to share their journey and thoughts about the future and to discuss the support that's available. A parent volunteer usually

“ I'd say to any parent considering going on a family event to do it!

leads this session and they are also able to share their experiences of raising a deaf child. There are other sessions led by knowledgeable speakers, either from the National Deaf Children's Society or specialists from organisations working with deaf children. There's lots of information and families are signposted to a wide range of support so they can make informed decisions about the help that their children need. At the end of

most events a deaf role model makes a presentation to the group. It's always inspiring to see how they don't let deafness stand in the way of success and their enjoyment of life.

I'm always interested in hearing other families' journeys with their deaf children. Some parents have had to deal with really difficult challenges and what always impresses me is their resilience and positive attitude. Deafness shouldn't be the end of the world and, like everything else, if parents work to help their deaf children it's amazing what they can achieve.

I'd say to any parent considering going on a family event to do it! The National Deaf Children's Society takes care of all the arrangements so that children can have a great experience – perhaps meeting other deaf children for the first time – while parents focus on meeting other families and professionals. Whatever the theme, every event gives families a fantastic opportunity to spend quality time with other parents, share experiences and learn so much that will help them and their children.

### ➔ GET OR GIVE SUPPORT

We run events across the UK for parents of deaf children. These include support if you've recently found out your child is deaf or help to make sure they thrive at school. To find an event near you go to [www.ndcs.org.uk/events](http://www.ndcs.org.uk/events).

Could you help other parents by volunteering at our events? We're looking for people to share their experience of having a deaf child and to support other families to share their stories. We offer training and reimburse travel expenses. To find out more go to [www.ndcs.org.uk/volunteer](http://www.ndcs.org.uk/volunteer) or email [sarah.hibberd@ndcs.org.uk](mailto:sarah.hibberd@ndcs.org.uk).



# Doncaster School for the Deaf

Established 1829



**Ring: 01302 386733**  
**Email: [enquiries@ddt-deaf.org.uk](mailto:enquiries@ddt-deaf.org.uk)**  
**[www.deaf-trust.co.uk/school](http://www.deaf-trust.co.uk/school)**

Meet our Speech Therapists,  
Teachers of the Deaf,  
Audiologist, BSL Tutors,  
Amazing Pupils  
4-19 Years .....



**Doncaster Deaf Trust**  
A National Centre of Excellence

Doncaster School for the Deaf is owned and operated by Doncaster Deaf Trust.

**Visitors Welcome**

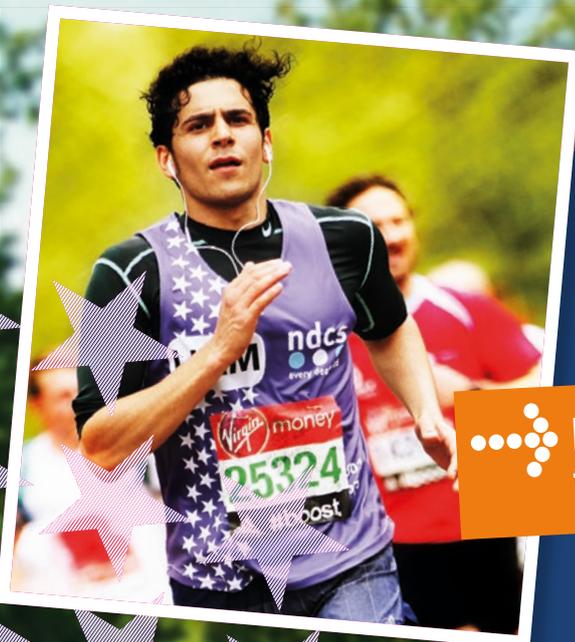
## Get your place in the Royal Parks Foundation Half Marathon

**Every step,  
every mile, for  
every deaf child**

**The Royal Parks Foundation  
Half Marathon,  
Sunday 8 October 2017**

**Email [ndcschallenges@ndcs.org.uk](mailto:ndcschallenges@ndcs.org.uk)  
for more info**

**Registration fee: £50  
Fundraising target: only £400**



# Get involved

## How do you know how good your local audiology service is?

The Government has refused to make sure all audiology services are independently inspected. So, we surveyed them ourselves to find out more.

**WE'VE BEEN ASKING THE QUESTION** 'How do you know how good your local audiology service is?' since we launched our Listen Up! campaign in 2014.

The last time all audiology services in England were routinely inspected was in 2012, when NHS reports showed that one-third were failing to meet basic standards in audiology.

Shortly after this, compulsory inspections of children's hearing services were scrapped and replaced with a government approved scheme. Services can choose to become 'accredited' under this scheme, to prove that they offer a good service, but they don't have to. Only information about those who are accredited is made public. There's no information about services that have tried but didn't meet the standards for accreditation or those that don't take part in the scheme at all.

As the Government won't enforce compulsory independent inspections we decided to survey children's audiology services ourselves to find out more.



We found that:

- two children's audiology services were judged by independent assessors as not yet meeting all the standards required to become an accredited service
- more than a third of audiology services hadn't even signed up to join the scheme. They were most likely to say that they hadn't joined because they didn't have enough staff to prepare for an inspection or they couldn't afford it
- only 15% of children's audiology services in England are accredited
- accredited services were less likely to be experiencing reductions in staff, or problems with long waiting times for appointments
- accredited services were also more likely to have a training programme for their audiologists to update their skills and knowledge. This shows why inspections of children's audiology services are crucial to boosting quality.

We want the quality of all children's audiology services to be independently assessed and for information from these assessments to be made available to deaf children and their families.



You can help us make this happen by emailing your local clinical commissioning group (CCG) and NHS England. CCGs are NHS bodies responsible for planning and commissioning healthcare services for their local area.

**NHS reports showed that one-third were failing to meet basic standards in audiology.**

The Government provides guidelines on what CCGs should consider when commissioning healthcare services and it recommends they should use services that are accredited. [i](#)

➔ Go to [www.ndcs.org.uk/listenup](http://www.ndcs.org.uk/listenup) to:

- visit our map to see what your local audiology service told us in our survey
- email your CCG and NHS England leads
- download the full report on our survey findings *The Health of Children's Hearing Services in England*.

# Get involved



## When silence speaks volumes...

Pupils from two London schools raised more than £700 for us, including by holding a Big Cake Bake entirely in British Sign Language (BSL).



**Our school community is very keen to support this worthy cause by building awareness amongst the pupils of what it means to be deaf and also by learning ways to communicate together.**

**BACK IN SEPTEMBER**, two fantastic schools, L'Ecole des Petits and its sister school L'Ecole de Battersea in London, chose us as their Charity of the Year. The schools pride themselves on charitable giving and have built this into their ethos, believing it to be important to each child's development, and immediately set plans in motion.

As they have a deaf child at one of the schools, their main objective, as well as raising money, was to develop each child's awareness of the Deaf community and Deaf culture. With parents and teachers firmly backing this, the schools began integrating fingerspelling and basic sign language into lessons.

The schools held various fundraising events including sponsored silences and signed songs, but L'Ecole des Petits's greatest achievement, showing tremendous effort and dedication, was holding a Big Cake Bake where the children (aged between three and six) communicated using only BSL.

Mrs Pascale Tailfer, Deputy Head of L'Ecole des Petits, said: "We are very proud to support the National Deaf Children's Society as our Charity of the Year. The charity does exceptional work in helping to create a world without barriers for deaf children and young adults. Our school community is very keen to support this worthy cause by building awareness amongst the pupils of what it means to be deaf and also by learning ways to communicate together. "A cake bake was something easy that all the





children, teachers and parents could get involved in and we used it as a good opportunity to teach the children a little about Deaf culture. Each class had been taught some basic signs as part of their development and deaf awareness so it was a great opportunity to practise and have some fun. In the weeks leading up to the cake sale the pupils were taught a variety of signs such as 'cake', 'biscuit', 'one pound', 'thank you' and 'you're welcome'.

"On the day, some of the children took it in turns to stand behind the stall selling cakes; everyone seemed to be at ease and there was a great turnout. The school is very lucky to have pupils from all over the world and this was reflected in the sale, which had a fantastic number of treats on offer including Persian sweet baked bread, Swedish pepparkakor (ginger snaps), American brownies and Austrian cookies. Everyone enjoyed the cakes and it was really great to try and use different ways to communicate. In fact, it was such a success we've continued to teach each class one new sign a week.

"In total we raised £713 for the National Deaf Children's Society, which was fantastic and the children thoroughly enjoyed themselves. We're thrilled with how much we've raised, especially knowing it's for such a great cause. Working with the National Deaf Children's Society has opened the children's eyes to the everyday challenges faced by deaf children and young adults and has introduced them to signing and fingerspelling – giving them the tools to communicate, connect and help each other out going forward."

Thank you L'Ecole des Petits and L'Ecole de Battersea! 📍

➔ **Could you organise a Big Cake Bake to support us?**  
Find out more at [www.ndcs.org.uk/bigcakebake](http://www.ndcs.org.uk/bigcakebake).





When I'm a

Do you ever wonder what your deaf child will do when they grow up?

# grown-up

Deaf people share their experiences of the world of work, including how their employers and colleagues adapt to their needs.



## I'm an environmental consultant because...

I'm involved in high profile projects that allow me to develop and interact with different sectors and disciplines. I'm currently involved in Phase 1 of the High Speed 2 railway, managing the environmental impact assessment for the Euston

section. No day is the same! I work across all environmental disciplines as well as having an understanding of engineering, law and other sectors. I don't use the phone, but have a work mobile so I can be contacted by email or text, as well as using online chat.

I'm profoundly deaf and attended a mainstream school, with support from Teachers of the Deaf. The headteacher at my secondary school

was very supportive and encouraged me to aim high. Since then, university and employment haven't been an issue and I make sure I'm proactive and open about my deafness.

I've travelled to South America and South East Asia, and have been involved in volunteering in the UK and in India. I also received two excellence awards from my current employer.

– Tara Sethi

## I'm a fashion stylist because...

It's fun! It encourages self-expression and confidence and brings people together. I love being a chameleon and adopting different styles.

I realised at a young age that I wanted to work in fashion so I was very driven and used every opportunity to develop my skills. I work in a department store offering style advice to clients. I also do some designing and online blogging, construct outfits for photoshoots and attend fashion shows.

I recently dropped from having a mild hearing loss to a severe/profound hearing loss. I use two hearing aids and a relay software programme for phone calls and I sometimes need a Sign Supported English interpreter.

One of my proudest achievements is moving to New York to work for the designer Alexander Wang. I was worried about communicating with people but it turned out to be the most important experience of my life. It taught me so much about my relationships with people and my deafness.

– Connor Downey

[www.connordowney.com](http://www.connordowney.com)



## I'm a classroom assistant because...

I enjoy seeing the smile on the kids' faces when I help them understand something they are struggling with. I also enjoy learning new subjects that I didn't study myself.

After university I got a job in retail but I wanted something more. I now work one-to-one with students aged 11–18 helping them to concentrate in class and stay focused. I'm there to support them with anything they are struggling with and to make it easier for them to understand. I also help them to keep on top of homework and coursework.

My level of deafness is 60% in each ear and I wear two hearing aids. In my previous jobs I wore a badge to let people know I lip-read but I don't need to wear it in this job as staff are aware and very understanding.

My biggest achievement was graduating from York St John University in 2014 with a BA honours degree.

– Nicola Agnew



➔ **What does your child want to be when they grow up? For more information on careers, check out our web pages about options after leaving school at [www.ndcs.org.uk/leavingschool](http://www.ndcs.org.uk/leavingschool).**

# St John's

## Catholic School for the Deaf



For residential and day pupils aged 3 - 19 years

"Staff have very high expectations of what every pupil can achieve and this message is at heart of the school's ethos. As a result, pupils in all groups make good progress academically, socially and emotionally."

Ofsted, 2015



"My daughter is so much happier since she came to St John's. She has achieved more than I thought possible. She has become the person she was meant to be." **Parent**

"Don't worry about your shyness - you will gain confidence and achieve." **Pupil**

**For more information or to arrange a visit please contact:**

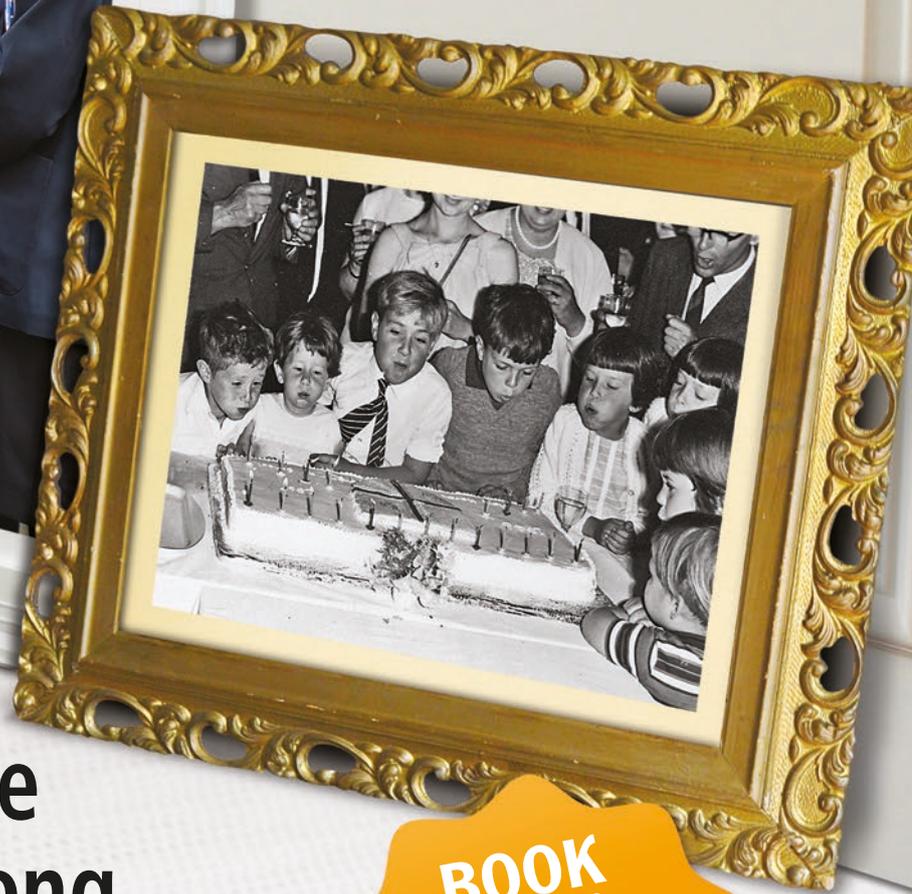
Mandy Dowson, Parental Support Manager, St John's School for the Deaf,  
Church Street, Boston Spa, West Yorkshire, LS23 6DF

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**Where every voice is heard and celebrated**



# After more than 70 years we have never lost sight of...



## ...the importance of building lifelong friendships.

For over 70 years Mary Hare has continued to develop ground breaking programmes using the latest technology to ensure the highest possible standards of educating deaf children.

For more information or to arrange an individual visit, please contact  
**Debbie Benson:** ([d.benson@maryhare.org.uk](mailto:d.benson@maryhare.org.uk) or **01635 244215**)  
or visit our website [www.maryharschool.org.uk](http://www.maryharschool.org.uk)

*Securing the future of deaf children and young people*

**BOOK  
NOW!**  
Year 7 assessments  
September 2017

