

22



Tips on dealing with homework

27



Advice on learning to drive

30



Classroom technology



National Deaf Children's Society



families



Support across the generations



It can be good for the grandparents to say... let me take this on for you – I can fight your corner.



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.

HAMILTON LODGE, WALPOLE ROAD, BRIGHTON, EAST SUSSEX BN2 0LS

Telephone: 01273 682362 Fax 01273 695742 Minicom: 01273 682362 Email: admin@hamiltonlsc.co.uk

www.hamiltonlsc.co.uk [@hamiltonlodge](https://twitter.com/hamiltonlodge) [f](https://www.facebook.com/HamiltonLodgeSC) HamiltonLodgeSC [y](https://www.youtube.com/channel/UC...) hamiltonbrighton

Registered charity in England: Hamilton Lodge (Brighton) no. 307066. Registered in England company no. 544254.

My deafness didn't stop me...

... becoming a Hollywood actress



Stephanie Beacham



MUCH-LOVED ACTRESS STEPHANIE BEACHAM (71),

who has no hearing in her right ear and has 80% hearing in her left, has had a prolific 54-year career spanning everything from *Tenko* to *Dynasty*, *The Royal Shakespeare Company* and *Coronation Street*.

Although she speaks confidently about her needs now, she admits she used to hide her deafness and struggled at school. "It took me many years to say 'Sorry I have to sit this side of you because I'm deaf,'" Stephanie says. "I used to suffer in silence and twist my neck to try and lip-read. It's a shame I did that. People don't realise how tiring deafness is; I often needed quiet time to myself."

But Stephanie never let this stop her achieving her dreams. "I was very

“ I used to suffer in silence and twist my neck to try and lip-read. It's a shame I did that.

feisty and determined," she says. "I never let my deafness hold me back. On set, I make sure I'm on the right-hand side of my fellow actors. Cameramen used to think I was being vain and only liked the right side of my face so I'd explain I have a hearing loss.

"Now on set I always tell people to speak up, don't let the end of

sentences fall away and please stop covering your mouth! I feel much happier now I do have the confidence to speak up."

Stephanie believes being deaf shouldn't be a barrier to becoming an actress, highlighting Maisie Sly (lead actress in recent Oscar-winning film *The Silent Child*) as a brilliant example.

"To deaf children who want to be performers, I'd say go for it," Stephanie urges. "Don't hide your deafness, go for your dream, don't be ashamed of it. I've managed to star in Hollywood and fulfil all my dreams." 

 **To find out about deaf-friendly arts activities, see www.ndcs.org.uk/arts.**

Photo by Immortal-truth from Wikimedia Commons

Roger™ – your child's new best friend

Communicating more means learning more

A remote microphone system can expose your preschooler to up to 11 more words per minute... that's approximately **5,300 extra words per day!**¹

*Compared to using hearing aids alone. Based on average hearing aid use time of an 8 hour day.



Conversations don't always happen up-close

Once mobile, access to speech coming from a distance is more challenging. When using the Roger system, parents **speak more** to their children **from a distance.**¹



Could your child communicate more?

Based on parent responses to the FM Listening Evaluation Questionnaire, while using the Roger system...



80%
of families report
greater responsiveness



35%
report **less frustration**
in their children²

If you would like to loan a Roger device, please contact the National Deaf Children's Society to find out how. In addition, there is a wide range of Roger products. Further information and application details are available on the following website: www.ndcs.org.uk/borrowtobuy

www.phonak.com/roger-for-young-children

¹ Benitez-Barrera, C.R., Angley G., & Tharpe, A.M. (2018). Remote microphone system use at home: Impact on caregiver talk. *Journal of Speech, Language and Hearing Research*, Vol. 61, 399-409.

In partnership with:

families

✉ Get in touch

Families magazine
Ground Floor South, Castle House,
37–45 Paul Street, London EC2A 4LS
Telephone: **020 7490 8656** (v&t)
Fax: **020 7251 5020**
Email: magazine@ndcs.org.uk
Website: www.ndcs.org.uk
Freephone Helpline:
0808 800 8880 (v&t)

🐦 Follow us on Twitter

@NDCS_UK
@NDCS_Cymru
@NDCS_Scotland
@NDCS_NIreland

📘 Find us on Facebook

NDCS.UK
NDCSScotland
NDCSNireland

📷 Follow us on Instagram

@NDCS_UK

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 43–45 for more information on supporting our work.

Editor Karen Harlow
Designer Naomi Loo
Production Manager Phillip Barros
Distribution Maria Piazza

Advertising sales
Sharon Davies, Landmark Publishing Services,
7 Adam Street, London WC2N 6AA
Tel 020 7520 9474 Email sharon@lps.co.uk

Printed in the UK by The Magazine Printing
Company www.magprint.co.uk

Families is published by the National Deaf Children's Society. 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.

Advertisements do not necessarily imply endorsement by the National Deaf Children's Society. All rights reserved. Unauthorised reproduction in part or whole is prohibited without written permission. Photographs and artwork are accepted on the basis that the National Deaf Children's Society and our agents do not accept liability for loss or damage to them.



Edward's story
how mum
Suzanne battled
against his
diagnosis of
autism
p14



Reuben's story
how he raised
deaf awareness
through his
transition to
mainstream
school
p16



Jodie's story
how she's
risen through
the ranks to
play rugby for
England
p18



Mariam's story
how she's
enjoying her
graduate
scheme at
Barclays Bank
p20

Hello



Welcome to the 50th issue of Families magazine! We love bringing you this magazine every quarter and hearing the stories of so many deaf children and young people who consistently show they can achieve anything they set their hearts on.

We want to provide the content that you want to read and that inspires and empowers you to make informed choices for your child. Eighteen months ago we updated this magazine to reflect this and now we'd love to know what you think of the changes we've made. Please do fill in the brief questionnaire enclosed with this magazine and return it in the pre-paid envelope provided, or if you're reading the digital version or would prefer to complete it online you can also find it at www.surveymonkey.co.uk/r/familiesmagazine. All completed questionnaires received by Friday 12 October will be entered into a prize draw to win a £25 Amazon voucher.

Don't forget to read our cover story on page 12 which focuses on grandparents and shows how support isn't just about the deaf child but the whole family.

Happy reading!

Karen

Karen Harlow, Editor
✉ magazine@ndcs.org.uk

Contents

Autumn 2018 | Issue 50

- | | | | |
|---------------------|---|-------------------------------------|---|
| 3 | My deafness didn't stop me... becoming a Hollywood actress | 18 | Young people 15–18
Jodie's rugby joy |
| 5 | Contents and note from the editor | 20 | Young people 19–25
Banking on success |
| 6 | News | INFORMATION, TIPS AND ADVICE | |
| 7 | Comment | 22 | How do I...
help my child deal with homework? |
| YOUR STORIES | | 24 | Scribble Club |
| 9 | Superstars | 27 | Ask the expert |
| 10 | Raising Nancy | 28 | Education and learning |
| 11 | Raising Molly | 30 | Technology |
| 12 | Early years
Support across generations | 32 | Reviews |
| 14 | Primary years
Edward's misdiagnosis | 34 | Resources |
| 16 | Secondary years
Deaf awareness champion | 36 | In your area |
| | | 40 | Get involved |
| | | ROLE MODELS | |
| | | 46 | When I'm a grown-up |

NEWS



Have your say in Wales

A new law will soon change the way support is planned for deaf learners aged 0–25 in Wales.

The Welsh Government's Additional Learning Needs and Education Tribunal (Wales) Act will come into force from September 2020. But now is the time to have your say!

The Welsh Government has been drafting new regulations (known as the Additional Learning Needs Code of Practice) to sit alongside the new law and outline how it should work in practice. We've been told to expect a public consultation on the document this autumn. It's so important that these regulations work well for deaf children and their families, so we encourage you to respond.

We'll be keeping our website updated with details on how you can share your views, so please check www.ndcs.org.uk/IDPWales for more information.



Deaf children one step closer to a GCSE in Sign Language

The release of our Right to Sign report last year showed that 92% of children – both hearing and deaf – thought there should be a GCSE in sign language. After our year-long campaign, led by deaf young people, we're delighted that the Department for Education in England have announced they're open to a British Sign Language (BSL) GCSE! They're now willing to consider new proposals set out by exam bodies to develop this qualification.

Responding to the Government's announcement Susan Daniels, our Chief Executive, said, "This is a fantastic step in the right direction. The Government have listened carefully to the powerful, passionate case made by deaf children, young people and their parents. For so many deaf children, the ability to learn their first language at school is an essential move towards genuine equality."

Read our campaigns blog for information on what happens next: www.ndcscampaigns.com/2018/08/02/right-to-sign-update-on-bsl-gcse-campaign.

Your chance to win an Amazon voucher!

Do you find this magazine useful? We want to know if we're bringing you the stories and information that you want to read. Please help us to help you by returning the survey included with your print copy of this magazine, if you receive one, or complete it online at www.surveymonkey.co.uk/r/familiesmagazine by Friday 12 October and we'll enter you into our prize draw to win a £25 Amazon voucher.



Campaigning against cuts to support for deaf children



Recent figures reveal that over a third of councils in England are planning to cut support for deaf children this year. In these areas, deaf children will lose £4 million of support, an average cut of 10% across these local authorities. In the last four years, 1 in 10 specialist Teachers of the Deaf have already been cut.

Deaf children can achieve anything other children can, but to do this it's crucial they get the right support. We're calling for the Government to make sure funding for deaf children keeps pace with increasing demand, the ring-fence on schools funding is reviewed and investments are made in training new Teachers of the Deaf so that no deaf child is left behind.

Find out about cuts to support in your area and take action by emailing your MP at www.ndcs.org.uk/stolenfutures.

Improving access to Family Sign Language

In Scotland and Northern Ireland we're trying different ways to get people learning Family Sign Language (FSL).

Our FSL in schools curriculum in Scotland delivers interactive sessions to deaf and hearing children, teaching age-appropriate British Sign Language (BSL) through play and activities. Most tutors are native BSL users, so pupils are learning and communicating with deaf role models. The BSL (Scotland) Act 2015 means that local authorities are creating their own BSL Local Plans – FSL in schools can help them support deaf children to engage with BSL, a key requirement of the Scottish National Plan. Alison Buchan, Head of Sensory Support Service in Aberdeen School for the Deaf told us, "The pupils thoroughly enjoyed their sessions and staff noticed an increase in pupils' skills. We'd recommend this as a very beneficial way to spend Pupil Equity Funding." For more information email fslschools@ndcs.org.uk.

In Northern Ireland, more families than ever are getting a chance to learn and practise FSL in the home, thanks to funding from the Department for Communities, grants from trusts and fundraising by some wonderful local supporters over the last year. One fundraiser, Patricia Gallagher, said, "It was so important to us to have support from the National Deaf Children's Society. We're offering this donation so that other families like us can receive valued support in the future." We're putting the money to good use by arranging FSL sessions all over Northern Ireland for extended families so they can get together to have fun learning and communicating. Contact nioffice@ndcs.org.uk to find out if FSL would be right for your family.



Comment

Cast your vote online

As a membership organisation it's very important that we're accountable to you, our members, for what we do and how we spend the money we raise.

One of the main ways of doing this is through our Annual General Meeting (AGM). At the AGM we ask you to approve our annual report and accounts and to elect members to our Trustee Board. On your behalf the trustees decide our priorities and hold us to account during the year.

Last year you also approved some changes to our governing documents. One of these changes means that we can now use online voting for the AGM.

The AGM is usually a short meeting held at our head office in London. We know it's not convenient for many of you to attend so each year we've sent you an AGM brochure and a voting form, to be returned by post. Online voting will now make it easier for you to cast your vote and save us money on printing and postage costs.

We've asked a company called ERS to run the voting for us. You'll hear from them this autumn with information about this year's AGM. If we can't email you, ERS will post you an AGM pack and you'll have the choice of voting online or by post.

You can find more information about this change at www.ndcs.org.uk/agm and I really hope you'll take advantage of this opportunity to be involved in our AGM.

Susan



Susan Daniels OBE
Chief Executive



I can see
what you're
saying!

Talk to us about learning
Cued Speech for your deaf child

CUED SPEECH 

Cued Speech makes spoken language
visual for deaf babies, children and adults

T 01803 712853 **E** info@cuedspeech.co.uk

W cuedspeech.co.uk or learntocue.co.uk

Charity registered in England and Wales No 279523

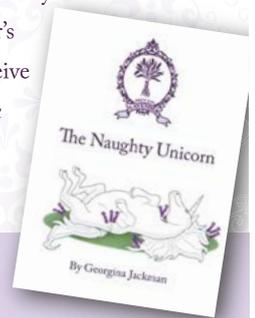


PARTY SUPPLIES ❁ **GAMES** ❁ **BIRTHDAY GIFTS**

Special Skills Test with British Sign Language

Learn how to become a *real* princess with this easy step by step DVD. Follow Princess Lavender's Special Skills Test on screen and you will receive a beautiful princess certificate. *With each pack sold £1 will be donated towards the National Deaf Children's Society.* **Buy Now £15**

Children's storybook with BSL and beautiful coloured illustrations. **ebook £3.99**



Shop online: princesslavender.co.uk



Ofsted
Outstanding
Provider



An Outstanding School
with a bilingual philosophy...

Where our children Learn, Grow and Flourish

Frank Barnes
School for Deaf Children

4 Wollstonecraft Street
London
NIC 4BT
www.fbarnes.camden.sch.uk

Tel: 020 7391 7040
SMS: 07970 626 197
Fax: 020 7391 7048
admin@fbarnes.camden.sch.uk
Facetime: [facetime@fbarnes.camden.sch.uk](https://www.facebook.com/fbarnes.camden.sch.uk)
Skype: frankbarnes2003



Frank Barnes
School for Deaf Children

SUPERSTARS



I'd like to say thanks to Miss Jewell, who is a teaching assistant at Oaklands Primary School in Birmingham, for the amazing support she's given our daughter.



Libby

She also set up a British Sign Language (BSL) club at after school club this year. She's our superstar!

– Charlotte, mum to Libby (9) who is severely deaf.

My daughter's speech therapist Suzanne Blackmore has been very supportive and helpful. One thing that sticks in my mind is when my daughter was a baby we struggled with face-to-face reading – she liked to be cuddled when read to. Suzanne reminded us

that, "She's your daughter, and as much as speech therapy is important so is being her mummy." Much-needed and appreciated advice!

– Jasmine, mum to Isabelle (3) who is profoundly deaf.



Isabelle

Every day friends, family members and professionals go the extra mile to make sure deafness isn't a barrier to children enjoying life. Read on to find out about some of these superstars.

I'd like to thank my amazing Teacher of the Deaf, Helen Joseph, for making my friends more deaf aware, helping me with my homework very patiently, teaching me some BSL and for all the many laughs.

– Polly (13) who is severely deaf.



Polly

My daughter Scarlett

Rose is profoundly deaf due to cytomegalovirus. My sister, who is also deaf, has helped Scarlett and I come on leaps and bounds and has been a huge help to us. She has also now got a pink hearing aid to match Scarlett's pink cochlear implant!

– Corey, mum to Scarlett Rose (8 months) who is profoundly deaf.



Scarlett Rose

Gillian Dee is our early years support worker from Lambeth Hearing Support Service. There aren't enough words to say how grateful we are for everything she's done for us. She's

given Rudi the tools he needs to grow and develop into a lovely little boy and for us as parents to support him and encourage him all the way! She's made such a positive, lasting impression on us all that we'll never forget her.

– Eva, mum to Rudi (2) who is severely deaf.



Rudi

I'd like to thank all the staff at my daughter's school, The Royal School for the Deaf in Derby, for how they've supported my daughter, especially since she's become a resident there.

She's grown up so much and learned about the positives of friendship as well as danger awareness and money management.

– Helen, mum to Bethany (12) who is profoundly deaf.



Bethany

➔ **NEXT ISSUE:** Is your deaf child or someone in their life a superstar? Has your child reached a milestone or achieved something special? Or has their friend or teacher gone above and beyond to support them? Nominate someone you'd like to celebrate by emailing magazine@ndcs.org.uk.

Deafness is a part of Nancy



Raising Nancy:

the ups and downs of parenting a deaf child

“...Nancy seeing other children like her was a delightful and defining moment.”



Jess and her husband Matt are parents to Alice (6) and twins Nancy and Connie (4). Nancy is profoundly deaf and was fitted with cochlear implants at 20 months.

NANCY STARTS PRIMARY SCHOOL THIS MONTH AND I WONDER HOW SHE'LL FEEL BEING THE ONLY DEAF CHILD IN A SCHOOL OF 699 PUPILS.

Perhaps she won't notice! But recently, for the first time, Nancy has started to talk about herself being deaf. She's been shouting, "I'm deaf! I'm deaf!" proud to tell everybody. Last week she said to her twin sister Connie, "When I go to school, Mummy's going to tell the teachers I'm deaf." She has a growing awareness that deafness is a part of her.

At playgroup the other week I caught Nancy staring, mesmerised, at a group of kids playing outside who were from a school for deaf children next door. She threw down her doll and shouted, "Look Mummy, that boy has implants like me! They're big children." A boy aged about ten signed, "My name's Jack," to Nancy through the window. Nancy smiled and waved then sat, eyes glued to him and his friends. Only last month her implant stopped working and I'd listened with a heavy heart as she'd asked, "When will I stop being deaf? I want to be like Connie and Alice. Why can't I hear like my sisters?"

But now, Nancy seeing other children like her was a delightful and defining moment. Nancy's Teacher of the Deaf said it's common for young children to think they will 'grow out' of deafness. Maybe watching those older children reminded Nancy that big children can be deaf too. From that day I saw a little piece of her deaf identity developing.

We've opted for Nancy to attend the local school around the corner; not the one with the deaf unit that was

a considerable drive away. Getting there was too complicated. I worry that in mainstream schooling Nancy won't get specialist support on tap but she'll be with her sisters and friends from nursery which will make her happy. I'll trust the teachers and make sure I keep talking to them about how she's doing. I want Nancy to feel comfortable with her deafness and for it not to get in the way of anything she wants to do.

Nancy has been given an Education, Health and Care (EHC) plan by the council which lists all the extra support she'll need at school. She's been lucky to get one because, frustratingly, most deaf children don't. I spent hours writing an excruciatingly negative description of what Nancy can't do, rather than listing her amazing strengths, to secure the necessary extra support. I'm now crossing everything that she'll enjoy her school.

Since the day Nancy saw Jack, I've discovered the school for deaf children run a club for children at mainstream schools to play with their deaf peers. So Nancy can be with other children like her too – a real bonus! It'll soon be her sisters who will be envious. **i**

➔ To find out more about EHC plans visit www.ndcs.org.uk/additionalsupport.

For more information on choosing a deaf-friendly school go to www.ndcs.org.uk/choosingaschool.

We run family events to help you find out more about your child's education and rights. Find one near you at www.ndcs.org.uk/familyevents.



British Sign Language for all

MOLLY AND I JUST PASSED OUR BRITISH SIGN LANGUAGE (BSL) LEVEL 1 EXAM. YAY!

Molly has a moderate hearing loss, is considered to hear well with her aids and has good speech, yet we use sign a lot at home now. We sign to help our communication: over background noise, at a distance, when her aids are out or to secretly talk without others knowing. It's great! Not only does it make life so much easier but it's fun. I'm really struck by just how much more Molly missed or struggled with before we had BSL.

A couple of weekends ago Molly took part in a National Deaf Children's Society event. For the first time she could communicate directly with the kids who use BSL. Molly loved it and pitched in, signing away with no worries. She felt she fitted in. I can't tell you how important this was for her. She always feels between the deaf and hearing worlds but this time she felt a full member of the deaf world.

My own attempts at signing, however, weren't so successful. I struck up a conversation with a mum who uses BSL. This wasn't the classroom but the real world and I found myself ashamed of how basic my skills were, acutely aware of just how much I couldn't say because I didn't know how. I got in my own way because I felt so inadequate and worried that I was somehow being offensive with my paltry skills.

Silly me. I'm pretty sure that any attempt to use BSL was appreciated but what it showed me is that just Molly and I signing together at home is one thing, and being able to hold my own in the Deaf community is another.

What Molly and I really need is to spend more time with others who sign.

I'm beginning to think we should all be taught BSL at school. I find myself subconsciously trying to use it all the time. I sign to others who are hard of hearing or when the environment makes hearing difficult. I sign to Molly's little sister Faye who is learning to read and the signing supports the phonics. I even found myself signing to the dog the other day! It's so useful but of course Molly is the only one who actually understands. Everyone else looks at me a bit oddly. Yet we live in a population with an ageing demographic; there are probably more people now with hearing loss than ever before. We should all learn BSL. Imagine it: babies signing before they can speak, kids signing to help them learn to read or in the playground, young people signing across the football pitch or the nightclub, and adults and the elderly all signing together whenever any of us can't hear or need to communicate long distance. That's it – I propose a campaign – BSL for all! 

➔ For more information about learning BSL see www.ndcs.org.uk/bsl.

For an update on our Right to Sign campaign for a recognised GCSE in BSL visit www.ndcscampaigns.com/2018/08/02/right-to-sign-update-on-bsl-gcse-campaign.

To find out about our events see www.ndcs.org.uk/events.

Raising Molly:

navigating between the deaf and hearing worlds

“ She felt she fitted in. I can't tell you how important this was for her.



Lara and her husband Henry are parents to Conrad (13), Molly (11) and Faye (7). Molly is moderately deaf and Faye has intermittent glue ear.



Support across generations

Since grandson Oliver (4) was diagnosed as severely deaf last summer, Maria and husband Keith have supported the whole family in many different ways.



MARIA CAUGHT GRANDSON OLIVER'S EYE ACROSS THE PLAYGROUND AND LIFTED HER THUMB UP TO HIM. He smiled and returned the gesture. Maria knew this meant he was OK and wanted to continue playing. This was just one of the small changes they'd introduced since Oliver was diagnosed as severely deaf.

Oliver passed his newborn hearing screening and it wasn't until he started pre-school last September that anyone noticed something wrong. "His teacher said to my daughter Jess and son-in-law Dan, 'Has Oliver got a problem with his hearing? Because he doesn't respond when I'm talking to him,'" Maria remembers. "And although he'd been vaccinated he'd had mumps a few months before, so we took it further."

A string of tests to check Oliver's hearing followed and both Maria and Jess went on the National Deaf Children's Society's website to get information. "We were preparing ourselves and it put our minds at rest to see what other deaf children have achieved," says Maria.

Maria was there with Jess and Dan when they finally received the diagnosis. "I said, 'Right, what can we do?'" she remembers. "That was my first reaction. I'm a very positive person and I thought: it's not the end of the world, let's see what we can do for Oliver."



Oliver's story
how his grandparents have supported his whole family

“...I thought: it's not the end of the world, let's see what we can do for Oliver.”

“...some parents get frustrated if they don't have that support. I think that's where grandparents can come into it more.”

Regularly looking after Oliver and younger sister Thea (2), including overnight, Maria and husband Keith have made other small adjustments to best support Oliver. “We always spoke to the little ones face-to-face at their level anyway, but we now keep the en-suite light on at night for Oliver, so if he wakes he's got a night light and if he calls me, he can see me coming and read my lips,” says Maria.

“When we take the children to the park or farm and Oliver goes and plays, I make sure we can see each other. I'll look at him and put my thumb up and he'll put his thumb up to say he's OK. If he shakes his head, I know he's not OK so I'll go over. Or if he calls me over I put my thumb up so he knows I've heard him.”

Something Maria has found challenging is people feeling sorry for Oliver. “People see his hearing aids and say, ‘Ahhh, look at him, he's deaf.’ I say, ‘Don't ahhh him, there's nothing wrong with him. He can be a little monkey like the rest of them. He'll do whatever he wants to do in life, so don't ahhh him,’” she says.

Maria and Keith have supported Jess and Dan in a number of ways. “The first thing was to be really positive for them and also to get them information. I've found things and pinged them across and said, ‘Have a look at this, do you reckon it can help Oliver?’” says Maria.

“Oliver loves listening to music so I bought him some plug-in earphones but they weren't quite big enough to go over his hearing aids, so I said to Jess, ‘Let's see if we can get the little shoes that go in the bottom of the hearing aids so we can plug them straight in.’ They're really good. Keith also got some noise-cancelling headphones so you don't hear any background noise, only the music. We put those on Oliver on top of his hearing aids and he loved it.”

Maria has also supported with Oliver's appointments, either by driving him and Jess so they haven't had to worry about parking or, if Jess has been unable to get time off work, taking Oliver herself to get

new ear moulds. Maria also went along with Jess to one of the National Deaf Children's Society's starting school weekends. “That was great, the speakers were brilliant. It was just really good to see and hear that deafness doesn't stop someone achieving what they want to,” says Maria.

It was this event that prompted the family's decision to learn British Sign Language (BSL). “Jess and I discussed it and I said, ‘Let's see what courses are around.’ But it's expensive and I thought it would be too much for us all to go. So Keith said he'd do it and then teach the rest of us. He really wanted to do it and he's been getting on really well. When he teaches the children Oliver laughs but he's beginning to pick it up. He lip-reads well but there are certain words he gets muddled up so it could be handy, especially if we go somewhere busy or out for a meal. It also makes you feel you're doing something to help,” Maria says.

“Oliver's very lucky he's got a supportive family and a really good Teacher of the Deaf but I can see how some parents get frustrated if they don't have that support. I think that's where grandparents can come into it more. When a parent is down and disheartened and doesn't know what else to do, it can be good for the grandparents to say, ‘Right, I can get you this information; let me take this on for you – I can fight your corner.’”

Maria advises other grandparents to be supportive, find out all the information they can and always be positive. “Being deaf isn't going to stop Oliver from doing anything he really wants to do,” she says. “I say to him, ‘Go out and do whatever you want, whatever you want to achieve, you can achieve.’”

➔ For more tips for grandparents download our booklet *You and your grandchild* from www.ndcs.org.uk/grandparents.

For information on learning BSL visit www.ndcs.org.uk/signlanguage.



Your autumn checklist



✓ Glue ear

Glue ear is one of the most common childhood conditions and is most prevalent during the autumn and winter months due to colds and viruses. It's usually temporary but long-term glue ear can affect children's hearing and speech development and cause them to fall behind at school. Find out more about glue ear at www.ndcs.org.uk/glueear.

✓ Choosing childcare

Finding childcare that works for you and your child can be challenging for any parent. But as the parent of a deaf child, there are some particular things to look out for. Our webpage has lots of tips and a checklist to help you feel more confident about choosing the right childcare for your child; whether it's a nursery, playgroup, childminder, nanny or family and friends. www.ndcs.org.uk/childcare

✓ Deaf awareness at nursery

If your child is starting nursery this year, you might be concerned about adjustments the nursery should make. In our video mum Emma tells us how she made sure her son Toby (3) got the right support at nursery. The video has lots of suggestions for things to arrange, including helping the nursery to reduce background noise and asking if your child can have one-to-one time with a member of staff. Visit www.youtube.com/ndcswebteam and search 'deaf awareness at nursery.'



Edward with mum Suzanne and grandmother Susan



Edward's misdiagnosis

When Edward (9) was diagnosed with autism, he got support for his education – but mum Suzanne wasn't convinced of his diagnosis and worried his deafness was being ignored...



Edward's story
how mum Suzanne battled against his diagnosis of autism

SUZANNE JOINED IN THE APPLAUSE, BLINKING BACK TEARS. HER SON EDWARD (9) HAD PERFORMED BRILLIANTLY SINGING AND DANCING IN A SHOW. She couldn't have felt prouder. Edward had achieved so much – in spite of support he'd received, not because of it.

Born 14 weeks premature, Edward spent six months fighting for life before Suzanne brought him home. At nine months he was diagnosed with moderate bilateral hearing loss and given hearing aids. When he was nearly three, Suzanne was concerned about his speech delay – he was given speech and language therapy but only after she asked. Then at the doctor's, she got a shock. "The GP said, 'Can we say Edward's got autism?'" Suzanne remembers.

"My heart exploded. Nobody said they were looking into this. She said 10% of babies born under 26 weeks have autism – they'd decided he had autism at birth. No-one had told me!" Edward went to a mainstream nursery and was very happy for several weeks but suddenly started crying and being sick and stopped talking. The autism professionals who saw him at nursery referred him to a specialist nursery which he attended twice. It wasn't the right provision for him so Suzanne decided to keep him at home and within weeks he was back to normal.

"I later found out it was when the professionals went in to put support in place that he'd got upset," says Suzanne. "They were supporting him for autism. There was nothing for hearing, speech and language. No-one ever mentioned his deafness."

Six months on, the professionals said he should go to pre-school. "It was calm, quiet and he loved it," says Suzanne. "They did Jolly Phonics which he knew and he joined in with other children. A few weeks on he got upset and refused to go. He stopped eating and speaking. Again I found out it was

They tried to make him fit in a box – autism – and it made him so unhappy.

No-one ever mentioned his deafness.

when the professionals went in.”

Edward’s transition to primary school was disastrous. “He was in a class of 33. It was noisy with no provision for his hearing, speech or language. We were told he didn’t need a radio aid. He became distant and lost his speech again. The autism professionals were a problem for him,” says Suzanne.

Receiving very little support or input from their Teacher of the Deaf, just two weeks in, Suzanne decided to keep Edward home, as legally he didn’t have to start school until the following year. His speech and other skills returned.

After Easter he started a private school with smaller classes and loved it. But in November he again became unhappy and stopped speaking. “I later found out that again was when the professionals had gone in. After school I’d ask him about his day but instead of answering fully like before, he’d just reply ‘happy’ to every question,” remembers Suzanne.

“I found out from a report that the professionals’ recommendations were to remove skills and knowledge and replace with over-learning and repetition. When I tackled the school, they excluded Edward saying they couldn’t meet the parent’s needs.”

After a year out of school because none could be found for him, Edward started another mainstream school. He was happy, speaking nine-word sentences and communicating well. A few months on, he again became unhappy, stopped talking altogether and couldn’t remember his maths or English. Suzanne later found out the support he was given focused on autism. She became more convinced they were wrong about his diagnosis. “I know there’s a crossover with deafness and autistic traits, including social communication difficulties and speech delay, which Edward has, and felt they’d wrongly attributed these to autism,” she says.

“His speech is delayed due to deafness which gives him social communication difficulties. When it’s noisy he can’t hear. When children are running about he can’t see their faces to lip-read and follow conversation. He’ll zone out and children won’t

bother with him. Edward’s very sociable and the sad thing is he notices. He does Cubs, gymnastics and performing arts – he loves it and can perform before a huge audience. That’s not autism.

“Edward understands humour. He’s very bright; his thinking is fast which makes him talk fast and muddle words. His processing is slow due to deafness. His problem is speech and language – he’s not had a speech therapist for three years.”

Last year Suzanne applied to the Family Fund and received a grant towards buying a Roger pen radio aid and Edward also got a radio aid at school – both enormously helped his concentration, listening and communication.

Suzanne asked for Edward to be referred to Deaf Child and Adolescent Mental Health Services (CAMHS) and in November thorough tests showed he doesn’t have autism – his primary need is his deafness. She handed the report to school and attended meetings about putting the right provision in place, including a British Sign Language Level 3 support worker, so Edward can use Sign Supported English to help him.

“Hopefully with the right support in place he’ll be much happier and things will move forward,” says Suzanne. “Emotionally, the last seven years have been a rollercoaster. His education has been messed about. They tried to make him fit in a box – autism – which made him so unhappy. They did nothing to support his deafness. He lost two full years due to the systems they used for autism. Catching up will be his next hurdle.”

➔ **Do you know your child’s legal rights to support in education? Find out at www.ndcs.org.uk/educationrights.**

Find out more about deafness and autism at www.ndcs.org.uk/autism.

For more information on deaf CAMHS go to www.swlstg.nhs.uk and search for ‘national deaf services.’



Your autumn checklist



✓ Equality Act

Knowing what your legal rights are can help to make sure that your child gets the support they need at primary school. Sometimes just showing that you’re aware of your legal rights can mean that the school will take any concerns more seriously. To find out more about your child’s rights at primary school and what you can do if you think the school is breaking the law, visit www.ndcs.org.uk/educationrights.

✓ Weekly planner

Now your child is back at school, it’s important to get organised. Our weekly planner is an A3 wipe-clean magnetic board that can be attached to any metal surface such as the fridge. It’s divided into days of the week and comes with a dry wipe marker pen, a holder and magnets for today, tomorrow and yesterday. It can help to take the stress out of explaining to deaf children what activities or appointments they have on that day. To order a planner, visit www.ndcs.org.uk/weeklyplanner.

✓ Getting a good night’s sleep

Sleeping problems are quite common for deaf children and this may become more of an issue when your child is trying to get back into a routine after the long summer holidays. We have lots of possible explanations for sleep problems deaf children may experience on our webpage, as well as tips on how to help your child. www.ndcs.org.uk/sleep



Deaf awareness champion

Support from his deaf-specialist school and a determination to increase deaf awareness has allowed Reuben (14) a highly successful transition to mainstream school.



Reuben's story
how he raised deaf awareness through his transition to mainstream school

“DEAF SCHOOL IS IMPORTANT TO ME BECAUSE IT HELPED ME FIND MY DEAF IDENTITY,” SAYS REUBEN.

Remembering choosing his primary school, mum Jacinta adds, “We felt he needed deaf education, deaf peers and role models and to be part of the Deaf community. The deaf school made him who he is and it was the most fantastic start to his life.”

His parents knew when Reuben was born that, as his dad John is deaf, there was a 50% chance he would also be. He had an early brainstem response hearing test and was diagnosed profoundly deaf at four months old.

“As John uses British Sign Language (BSL) that was Reuben’s first language. But as soon as he got his hearing aids at six months, I’d spend time teaching him to listen to environmental sounds,” remembers Jacinta. “A hearing baby will naturally hear something and look for it, whereas a deaf child would hear a noise but not actually know it carried any meaning.”

Reuben, who still prefers BSL but also uses speech and Sign Supported English, attended his deaf-specialist school until he was nine, when he began a split placement with a local mainstream primary school.

When it came to choosing a secondary school, Reuben didn’t want to be in the deaf-specialist school full-time anymore. “I wanted a new challenge, to learn new things and meet different people – to live more in the hearing world,” says Reuben.

Reuben had also set his sights on an apprenticeship at Rolls Royce, for which he needed triple Science GCSEs that the deaf-specialist school was unable to offer. So he continued a split placement arrangement with the mainstream secondary school linked with the primary.

“He started in September and by October he just wanted to be in the mainstream. But we decided we’d

“I wanted a new challenge, to learn new things and meet different people...”

“It’s amazing as one of those people could meet a deaf person and they’ll be able to communicate with them.”

wait the year and see how he got on with the pressures of a mainstream environment,” says Jacinta. But timetabling was difficult between the two schools and his parents realised a split placement wouldn’t work for Reuben’s GCSEs, so they agreed to the move.

Although the mainstream school had some students who could sign, they’d never had a profoundly deaf pupil who needed an interpreter before. “The support and deaf-awareness training from the deaf school was absolutely phenomenal,” says Jacinta.

“The team from the local authority were amazing – they stipulated exactly what Reuben needed, including additional support like time out of the classroom for eye breaks, rest, covering work he’d miss and one-to-one time. Without that initial embedding it would’ve been really hard just to have dropped him into the mainstream school.”

It took a year to complete the move, including agreeing funding for Reuben’s support and recruiting a communication support worker to interpret for him in lessons.

A year on and Reuben loves school and is popular there. “Everyone’s accepted him and done as much as they can to help him,” says Jacinta. “I didn’t expect him to do as well as he’s done – in the first year he was top of his science class. With the support and the access, he’ll do anything.”

But the social side of school hasn’t been easy. “Obviously there are communication difficulties. I can talk to some of my friends but mostly it’s quite difficult and I can get lonely,” says Reuben. Jacinta adds, “He’ll play football but lunch breaks can be solitary. There’s a space where he can go and have some time out and he’s happy with that because it’s such hard work being in the classroom.”

Reuben has also come up with a solution to help. “I’ve set up a BSL club on Tuesday lunchtimes,” he says. “We’ve also put up deaf awareness posters around school so people who don’t come to my club can still learn.”

Reuben also started the Facebook page ‘Learn how to do British Sign Language’ in March which has attracted an incredible 16,000 followers. “It’s amazing as one of those people could meet a deaf person and they’ll be able to communicate with them,” he says.

Reuben’s tireless determination to increase deaf awareness has attracted public attention, leading to some exciting opportunities including appearing on BBC’s *The One Show*. “I’m really pleased because I’m helping more people to be deaf aware,” says Reuben. And there’s one particular achievement he’s most proud of: “Being invited to the royal wedding!” he beams. “It’s a fabulous event in history and to be part of that – you just feel amazing.”

“I’m completely proud of him because he’s done it all himself,” says Jacinta. “He made an impression on *The One Show* that led to his invite to the royal wedding. Even there he was teaching people to sign their names and raising deaf awareness.”

His success has also brought Reuben closer to realising his ambition of working at Rolls Royce. After his interview on *The One Show* Rolls Royce kindly offered him a VIP tour and it was then he found out about and was successful in applying for their young apprenticeship scheme.

“I get to miss one day of school every week and spend it at Rolls Royce, learning engineering and lots of cool stuff. It’s quite exciting!” says Reuben.

As well as working for Rolls Royce, in the future Reuben hopes to make life easier for deaf people. “You’ve got to be confident, brave and proud of who you are,” he says. “I’m proud of being deaf.”

➔ **To find out more about choosing a school visit www.ndcs.org.uk/choosingschool.**

For deaf awareness information and tips see www.ndcs.org.uk/deafaware.



Your autumn checklist

✔ Helping your child to achieve

Our *Supporting the Achievement of Deaf Children in Secondary Schools* resources are handy to pass on to your child’s teachers. They give useful advice to teachers and other education professionals working with your child to make sure they’re giving effective support, being deaf-friendly and helping your child to achieve their potential. www.ndcs.org.uk/supportingachievement

✔ Communicating with school friends

As your child goes back to school after the summer holidays, it will be important to them that their friends understand how to communicate with them. We worked with deaf young people to produce our *Look, Smile, Chat* resources and these are ideal for young people to share with their hearing friends to help develop their understanding of deafness and communication. www.buzz.org.uk/looksmilechat

✔ Moving to a new school

If your child has started secondary school this September, they might like to watch our video *My Deaf Son and Moving to a New School*. James (12) and his parents tell us what it’s like moving from primary to secondary school and some of the adjustments he’s made at school to make sure he always knows what’s going on and feels included. Visit www.youtube.com/ndcswebteam and search ‘moving schools.’



Jodie's rugby joy

Jodie (17) has risen quickly through the ranks, excelling in both mainstream and deaf rugby and representing her country all over the world.



Jodie's story
how she's risen through the ranks to play rugby for England

ALTHOUGH JODIE FELT NERVOUS AS SHE WALKED OUT INTO THE STADIUM IN SYDNEY FOR THE FINAL OF THE WORLD DEAF RUGBY SEVENS, SHE KNEW HER TEAM COULD WIN. Ten thousand miles away back in the UK and in the middle of the night, her mum and dad were crowding round an iPad refreshing social media to try and find out what was happening. When she won, all three were over the moon and so happy Jodie had found her place within the deaf women's rugby team.

Jodie's parents Phil and Jo found out she was profoundly deaf when she was born three months prematurely. "For various reasons we wanted to go down the speech rather than sign route with Jodie," Phil says. "A charity called the Elizabeth Foundation in Bradford helped us. At three months old, Jodie started working with them on getting eye contact and concentration."

Jo and Phil admit they 'didn't have a clue' what being deaf was going to mean for Jodie's life. They were told she may not be able to speak, but felt determined and threw themselves into research. At 14 months Jodie was fitted with a cochlear implant. She attended mainstream schools and found school well adapted to her needs.

"Jodie's first school was a little village infant school," Phil says. "It was absolutely fantastic. Her next school was OK but it was bigger so it was harder with her moving around classrooms and having different teachers."

While she managed well academically, Jodie's first love has always been sport. "I originally did athletics, the 100m and 200m events, and I went to the Deaflympics in Turkey to compete when I was 16," Jodie explains. "I started playing rugby when I was 14. My brother Jack started and I thought 'I want to try that as well.'"

I'm a really shy person but rugby has brought me out of my shell.

My ultimate dream is to get to the Olympics.

But Phil admits they did have some reservations. “They generally advise you not to do contact sports with a cochlear implant because of the risk of the implant being knocked out of place,” he explains. “Jodie really wanted to play rugby but I kept putting her off. To be honest, I thought Jodie would play a few games and that would be it. I never thought she’d be playing for her country!” Phil spoke to some experts and felt reassured that the risks were quite slim and they agreed that Jodie would always wear a scrum cap to protect her implant from being knocked off.

But Jodie soon stood out at her local club and was approached by her county team of Yorkshire.

“I love everything about rugby,” Jodie says. “I like the social side of it, meeting new people, the bond you create within the team and the opportunities it brings as well. I’m a really shy person but rugby has brought me out of my shell. You’re around people all the time and you can’t just stay quiet playing rugby, you’ve got to talk to each other.”

“All of Jodie’s coaches have been really good with her,” Phil adds. “Her first coach had never coached a deaf player before but I explained some adjustments they could make: explain things face-to-face before sending her onto the field, don’t shout instructions into the wind and rain, verify she’s understood you.”

“If I don’t hear something now, I just go up to my coach and tell them,” Jodie says. “I didn’t always feel confident to go up to a coach and say ‘Sorry, I didn’t hear that,’ but now I’ve started to realise that if I haven’t heard, it’s going to make me look bad on the pitch.”

After completing her GCSEs, Jodie was selected by RFU (Rugby Football Union) to continue her studies at Loughborough University. Now she stays there from Sunday to Friday each week training with a group of elite girls and studying for a BTEC in Sport.

“I love being at Loughborough,” Jodie says. “I live with three of my closest friends and it’s like a little

family. They’ve made adjustments for me: I had a notetaker in my class, I have a vibrating fire alarm in my room and I have regular meetings to check I don’t need more support.”

When it comes to rugby, Jodie is having new experiences all the time and is now aiming for the Olympics. “My greatest achievement was playing for the England under 18s [the hearing team],” she says. “We had our first game in Cardiff earlier this year. I’d never been to a big stadium like that with thousands of people watching. When I got the call up, I was so excited and nervous!

“Going to Australia with the England deaf women’s team was also amazing. I enjoy playing with them; it’s nice to know that they’re all deaf and in the same position as me. While we were out there, we went to the beach and supported the men’s team too. It was the best time of my life.

“My ultimate dream is to get to the Olympics. If other deaf young people wanted to play rugby, I’d say just do it. Don’t be scared that people won’t accept you or you might find it too hard.”

And Phil agrees, “I’d say definitely do it but you must speak up; let coaches know what your difficulties are and agree ways of communicating. I’m so proud of Jodie; we were told she wouldn’t be able to speak and she can speak really well, we were told she wouldn’t achieve academically and she’s got six GCSEs, and what she’s done on the sporting front is absolutely amazing.”

➔ For a guide to deaf rugby and British Sign Language (BSL) videos see www.englishdeafrugby.com.



Your autumn checklist



Exam access arrangements

Now your child has gone back to school or college, they might be thinking ahead to taking their exams. Exam access arrangements can help deaf learners to access exams fairly. Schools, colleges, universities and awarding bodies are all subject to laws which mean that arrangements can be put in place. Visit our webpage for more information and tips on revising for exams. www.ndcs.org.uk/exams

Deaf awareness videos for teenagers

We have lots of fun videos which are perfect for deaf teenagers to show their friends to help increase their deaf awareness. There are videos which focus on how many different ways there are to chat, why you should always talk normally and why it’s so important to make sure someone is facing you when they’re talking. Visit www.youtube.com/ndcswebteam and search ‘deaf awareness teenagers.’

Phonak Borrow to Buy scheme

We’ve partnered with Phonak for our Borrow to Buy pilot scheme. This scheme allows parents to borrow Phonak products, such as radio aids and soundfield systems, for their child for up to 90 days. At the end of the 90-day loan period you can choose to buy the product if you think it’s of benefit or simply return it if not. www.ndcs.org.uk/borrowtobuy





Banking on success

Mariam (24) is thriving in a corporate office environment using Access to Work (ATW) funding from the government to pay for interpreters.



Mariam's story
how she's enjoying her graduate scheme at Barclays Bank

“GROWING UP I DIDN'T KNOW WHAT MY CAREER WOULD BE. I'VE ALWAYS ENJOYED MATHS AND SCIENCE BUT ENGLISH HAS BEEN A BIT OF A CHALLENGE BECAUSE OF MY DEAFNESS.

I failed my hearing test at a routine nine-month check-up and was diagnosed as profoundly deaf. My family had no knowledge of deafness but my mum learnt British Sign Language (BSL) to level two and I was brought up using BSL and spoken English at home. I wear a cochlear implant and hearing aid but only tend to wear the hearing aid when I'm in a new situation.

I've been lucky; I attended a well-supported primary school unit and then a specialist deaf secondary school. Although I felt a bit isolated at primary school as the unit was small with few deaf children, boarding at secondary school was a completely different story. It was fun and me and my classmates grew up together. I still meet up with my secondary school friends now on a regular basis.

At school I always had to put in extra hours to stay on top of all my subjects and ended up getting nine GCSEs. Taking the exams was so nerve-wracking but with the support of my teachers I passed them all. I went on to the University of Essex to study Biochemistry. My experience of university was difficult as it was the first time I didn't have any deaf people around me for a long period of time. But I went on to achieve a first class degree.

When I left I got a part-time job at Tesco stacking shelves. Finding a job after graduating was one of my biggest challenges but working part-time allowed me to go to



The graduate scheme has been an interesting rollercoaster ride.



“ My job involves being very interactive with people so I always require interpreters. ”

other job interviews. I heard about a programme called Change100 from one of my friends. It’s a programme which offers three-month paid internships for students with a disability, so I applied. They offered me three internship placements, one being at Leonard Cheshire [a disability charity]. I decided to take it and ended up staying there in an accounting role for a year.

While I was there I filmed a video for an internal Barclays training scheme, showing their call centre staff how to communicate with deaf people via Sign Video app. I found out they had a finance graduate scheme there so I applied.

The initial stage of the application process was a bit difficult for me as the questions were based on videos and there weren’t any subtitles. I attempted them anyway and emailed the Barclays recruitment team to tell them that I’m profoundly deaf and need subtitles. They then invited me to have a telephone interview call and I asked for a face-to-face interview with my interpreter instead. Next was the assessment centre; they would normally have interviewees and assessors present but I was able to have a one-to-one interview with the assessor. When I found out I had the job, I was so surprised! I didn’t think I did that well at the assessment centre, I remember waffling when answering a question!

The graduate scheme has been an interesting rollercoaster ride and massive learning curve for me. It’s a completely different environment to my previous job and has been an eye-opener. On a day-to-day basis I’m involved in the effective transition of technology to the existing finance department and I assist with the learning budget too.

I work full-time and am in the office Monday to Thursday with interpreters and then work from home, without an interpreter, on a Friday. I use ATW to fund interpreters and I find the process of securing ATW quick. My current job involves being very interactive with people every

day so I do require interpreters. We work closely together to ensure we understand each other. Occasionally there are misunderstandings – often because of the financial jargon – but when that happens we’re quick to spot it and clarify.

Barclays offered to pay for my interpreters if I need them to and they offered BSL courses to my colleagues. All of my colleagues have attended a deaf awareness course and have learnt basic BSL. There was one occasion when my interpreter rang in sick – I had a few meetings that day so my line manager made sure I was involved in the meeting and sat opposite me so I could lip-read her.

When I started, Barclays also updated their video conferencing facilities and asked for my input into the process so I’m able to communicate with team members globally via the video conferencing facilities.

My favourite thing about working at Barclays is the people. They come from all walks of life and bring different experiences to the job. When they’re told I’m deaf they’re always careful to understand what they can do to help me and after a while they forget about my deafness because I’m just part of the team.

My dream for the future is to become a qualified chartered accountant; Barclays is paying for my training now. My advice to other deaf young people wanting to work full-time in a finance or office environment would be to be yourself and don’t be afraid to ask for help. You’ve got this far so believe in yourself and you can achieve anything you want to.”

➔ **Access to Work is also available to cover communication support for interviews. For more information about Access to Work, visit www.ndcs.org.uk/accesstowork.**

To find out more about support at work and information on the Equality Act 2010, see www.ndcs.org.uk/employment.

Your autumn checklist



✓ Breaking down barriers

We’ve got a number of resources to help break down the barriers to employment that deaf young people may face. This includes a template for a personal profile which you can download and complete to give to employers to help them make reasonable adjustments for you in the workplace. There are also short videos on deaf young people and employment and a guide to recruiting and supporting deaf colleagues which you can share with employers. Have a look at www.ndcs.org.uk/breakingdownbarriers.

✓ Apprenticeships

Is your child considering an apprenticeship? Fraser (19) is an apprentice joiner and tells us how he communicates with his colleagues on site in our video. He’s doing his dream job and really enjoys his apprenticeship as it gives him the opportunity to learn new skills and get paid as he learns. Visit www.youtube.com/ndcswebteam and search ‘Fraser apprenticeship.’

✓ Technology for independent living

Our Technology Test Drive service offers deaf young people the opportunity to borrow a range of products to try out at home to help them live an independent life. We have products such as alarm clocks, doorbells, specialist smoke alarms and lots of others. Some of this technology can be expensive so this is a good way to try before you buy. www.ndcs.org.uk/techdrive



How do I...

help my child deal with homework?

Homework can be a challenge for some deaf children as they may find school more tiring than their peers or miss key information in class. We asked parents to share their tips on how they support their child with homework.

Now homework is given out at the beginning of the lesson...

→ We have Supporting Achievement resources that you can share with your child's teachers. These free guides set out simple tips for deaf-friendly teaching and how to include deaf children in school life. You can find them at www.ndcs.org.uk/supportingachievement.

Find out more about your child's rights to reasonable adjustments in education at www.ndcs.org.uk/educationrights.



Tracey is mum to Zack (15) who is severely deaf and wears hearing aids.

When Zack started high school he had lots of new vocabulary to learn and his Teacher of the Deaf (ToD) noticed that he was struggling to keep up. This was having a negative impact on his studies and made homework difficult as he didn't understand key concepts.

With the support of his ToD I shared my concerns at Zack's Education, Health and Care (EHC) plan review.

There was no space in the school timetable for individual time outside his lessons so the school agreed that the 30-minute daily form period which students use for assembly or silent reading could be used for a one-to-one session for Zack with his teaching assistant (TA).

During these sessions new vocabulary is discussed, any homework issues are looked at and if not resolved then the TA informs the subject teacher so this area can be looked at again.

The form teacher passes on to the TA any relevant news from assembly which Zack has missed. This extra support time has worked extremely well as Zack doesn't feel he's missing out on the mainstream lessons.



Zack (left)

Liz is mum to Emma (10) who is moderately deaf and wears hearing aids.

All homework is challenging for Emma. She comes home from school very tired because she has had to concentrate 100% on every conversation every minute of the day. She also struggles with things that she's missed in class, especially in maths. The homework Emma finds hardest is spelling as she can't always hear the words clearly.

We usually have dinner when Emma comes home and talk about the day. I will then clear

up while Emma looks at her homework. Then I sit with her and talk through the homework to see if she needs help. If it's a difficult task and isn't due for a few days, she only does a bit each night.

Emma and I have worked out a way to help her learn her spellings. First Emma writes down the word and sees how many other words she can find in it – this helps her to memorise the word. We usually go over the spellings again and again until Emma can memorise them by 'sight and sound'. I also help

her to make sentences using the words. It will take days to learn the spellings and Emma will work on them for an hour every evening as she wants to keep up with the class.



Emma

Emma is mum to Benjamin (15) who is moderately deaf and wears a hearing aid.

It took a few years for us to realise why Benjamin was really struggling with homework.

His ToD was shadowing him to try to find out what the problem was, and she noticed that teachers tended to set homework at the end of the lesson.

At this time most of the pupils are packing up their bags, scraping chairs, chatting and shuffling around which creates a lot of background noise and distraction. It's also when kids start to leave the room and head to the next lesson so there isn't time to ask for instructions to be repeated.

The ToD introduced a new system for setting homework for the whole school. Now homework is given out at the beginning of the lesson and a written version of the instructions is available for those who ask. It also means the children have the rest of the lesson to digest the instructions and ask for help if needed.

This new system has been so much better for Benjamin – he now always understands the homework and so struggles much less.



Benjamin

Amy is mum to Ryan (13) who is profoundly deaf and has cochlear implants.

At primary school Ryan had very little homework but when he moved to high school it was a whole different ball game.

Ryan found retaining information difficult and even when he had written the task in his homework journal or Google Classroom (a free app that helps learners and teachers connect), the description wasn't detailed enough for me to be able to support him. I was forever calling the school to ask what the context was and check the deadline.

Ryan's school recognised this was an issue and arranged for him to go to the homework club twice a week for 45 minutes. Ryan is also supported to update his planner and Google Classroom

so that he can remember what he has to do when he gets home.

I have his Google Classroom app on my phone so I know what he's been set and check in with his teachers once a week to get an update.

If Ryan is struggling and getting stressed about his homework levels, the teaching staff in the hearing impairment unit let his teachers know so they can help.

Ryan is a very visual learner and the school recognises this so homework is often re-written or adapted to accommodate this.



Ryan



JOIN OUR FAMILY PANEL

Next time in *Families* magazine: **How do I... keep my child safe?**

If you have any tips, advice or suggestions to share, get in touch at **magazine @ndcs.org.uk**.



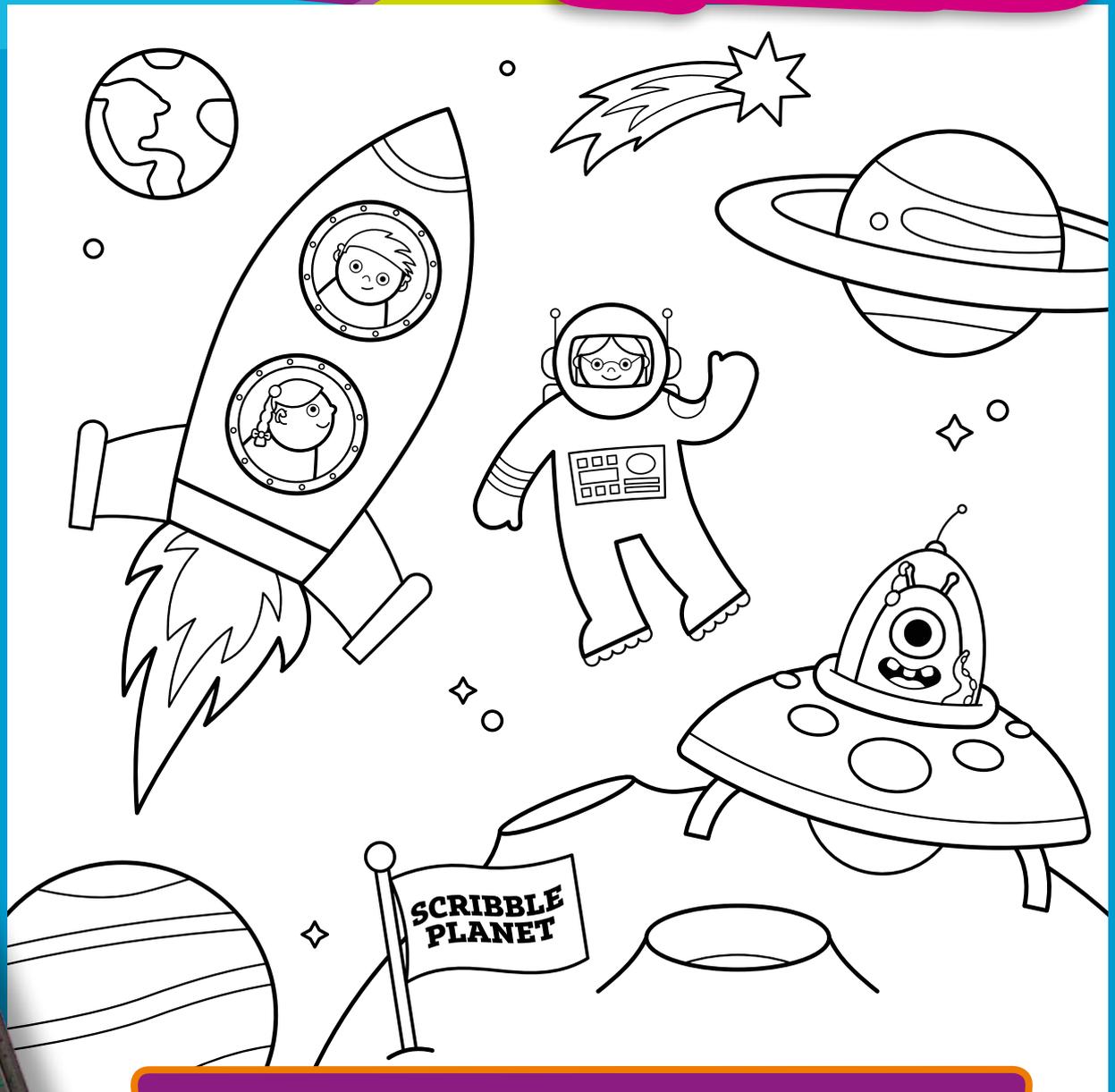
Tear out these pages, give them to you



Welcome to Scribble Club, our activity section for deaf children just like you.



Colour in



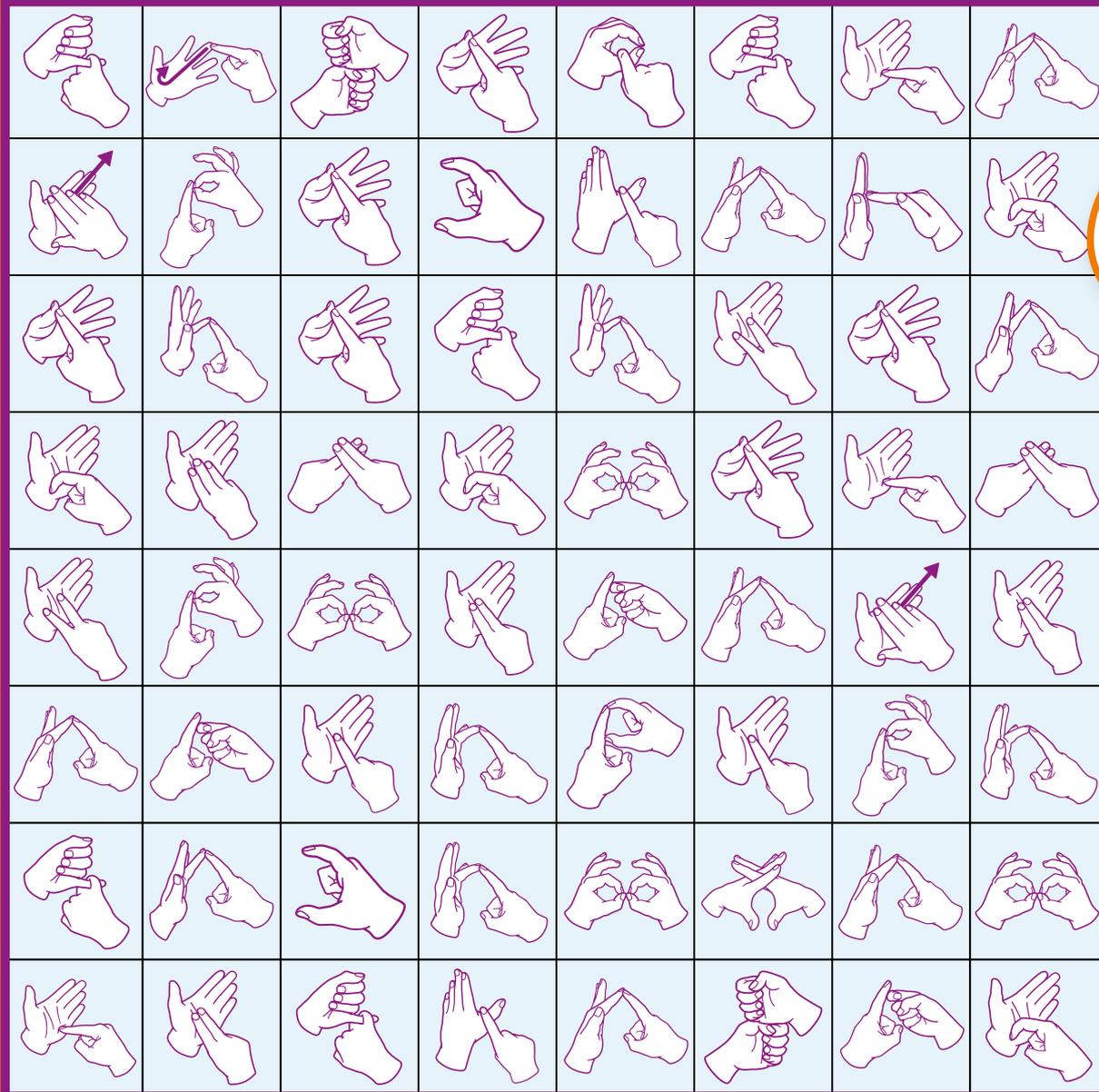
The Scribble Club children have travelled all the way into outer space! Colour in the picture of their spaceship ready to land on a whole new planet. What else can you see?



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

Fingerspelling wordsearch

Using the fingerspelling alphabet below, how many of the autumn themed words can you find hidden in the fingerspelling grid?



BONFIRE

PUMPKIN

SPARKLER

LEAVES

HARVEST

COBWEB

A 	B 	C 	D 	E 	F 	G 	H 	I 	J
K 	L 	M 	N 	O 	P 	Q 	R 	S 	T
U 	V 	W 	X 	Y 	Z 	Fingerspelling alphabet			

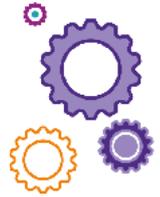
Day and residential School and College for Deaf young people aged 5 - 25.



Exeter Royal
Academy for
Deaf Education

Registered Charity No. 1124523

- Specialist education and care tailored to each individual
- A learning environment rich in British Sign Language
- In-house therapies team
- Nurturing confidence and independence



“At the Academy his life changed from black and white to glorious technicolour.” - Parent



exeterdeafacademy.ac.uk

To book a bespoke visit contact:

admissions@exeterdeafacademy.ac.uk

01392 267 029 or Text: 07624 808 738

50 Topsham Road, Exeter, Devon EX2 4NF



ask the expert



Eshan

Each issue a different professional shares their expert advice and gives information to help you support your child. This time Eshan Moosun, a driving instructor who works with deaf young people, shares his insights.

How do you prepare for teaching deaf pupils?

Each and every deaf person communicates in a different way. Their language level is a major consideration for me when I'm planning to coach them; I think about how to deliver the lesson in a way that the individual will understand. Sometimes I may break the lesson into smaller learning units. It's also important to give instructions and directions before undertaking a task, rather than during, and to agree directional signs in advance of setting off.

What are the main adjustments you make in lessons?

I use lots of teaching and learning materials such as diagrams, drawings and real objects. I think learning aids such as images and diagrams should be provided to reinforce meaning to what's being taught. Unlike teaching deaf young people academic subjects where they may struggle with some vocabulary, teaching driving is much easier as it's a practical skill.

How did you come to specialise in teaching deaf and disabled people to drive?

I had an enquiry from a deaf lady, who used British Sign Language (BSL), who wanted to learn to drive. At the time I wasn't BSL qualified so I got in touch with the City of London College to follow a BSL course. I took the exam after the course and passed.

My tip for a deaf person looking for a driving instructor is to make sure the instructor is deaf aware and/or can use BSL (if that's their primary mode of communication) but is also patient and experienced. You should go to the Disability Driving Instructors website (www.disabilitydrivinginstructors.com).

What adjustments can be made to the different parts of the driving test for deaf young people?

You can get specific help online when preparing for the theory test and you can always bring an interpreter along

I use lots of teaching and learning materials such as diagrams, drawings and real objects.

on the day. Further information is available by contacting the DVSA (www.gov.uk/government/organisations/driver-and-vehicle-standards-agency). I wouldn't recommend adjusting the practical test because deaf young people will use the road in the same way as their hearing peers. However I'd recommend doing a mock assessment to help them understand what will be required of them. The examiner will give the candidate the same instructions as their hearing peers but could write them down for the candidate to read. Their instructor should always sit in the back of the car and be ready to help with communication when necessary.

What do you find most enjoyable about coaching deaf pupils?

As a specialist driving instructor, the success of my disabled, special educational needs and deaf pupils is a personal achievement for me. Highlights of my job are always situations where I work with my pupils to allow them to achieve success and reach a safe driving standard regardless of their disability.

→ For lots more information about learning to drive, including finding a suitable instructor and adjustments that can be made to the driving theory and practical tests, visit www.disabilitydrivinginstructors.com/driving-advice/hearing-difficulties.





Back to school

As your child settles back into school, there are a range of things you can do to help make sure they have a successful year ahead.

Starting a new school

If your child is starting a new school, hopefully a transition plan was prepared in advance. For example, this should:

- identify a key contact at the school who is responsible for the plan and your child's progress
- make sure key staff have had deaf awareness training and understand how to use your child's hearing technology
- make clear what specialist support, such as a teaching assistant or direct teaching from a Teacher of the Deaf (ToD), should be in place or if any adjustments, such as to the listening environment, need to be made.

As your child is settling in, you may want to review the plan and check everything is in place or if any changes are needed. If you don't have a transition plan, you may want to speak to your child's teacher or whoever is responsible for special or additional needs (special educational needs co-ordinator or SENCO in England) and their ToD to see if any urgent action needs to be taken.

Sharing information with the school

It's important to think in advance how day-to-day information will be shared between you and the school as this can sometimes be hard for deaf children, who may miss or misunderstand verbal information or instructions. This could be done in a range of ways including a home-school notebook or using text messages or emails about key activities.

You should expect to receive regular information from the school about your child's progress, any challenges coming up and their participation in school, including the

development of social skills and friendships. You should check when you'll receive these updates and how often.

You can also develop a personal passport or profile to make sure key school staff have access to basic information about your child.

Don't forget to let the school know if there's anything going on at home that might affect your child's learning. For example wider family events such as a bereavement or if they are struggling with listening fatigue and often feeling tired after school.

Supporting your child's learning

A good teacher will recognise that parents have a key role to play in supporting their child's learning by letting you know when you can support at home, for example by helping your child with new words and vocabulary. Ideally,

any such support or activity will be done in a fun way as part of your everyday activities at home. It should be enjoyable and stress-free for the child. Like all children, deaf children need time to relax and attend extra-curricular activities.

Promoting your child's independence

School provides your child with opportunities to become more independent at their own pace and you can support this. Depending on your child's age, this could be giving them opportunities to make choices for themselves, practise handling money or travel independently.

This can also be about your child developing their identity as a deaf young person and managing any challenges that arise. You should encourage them to be polite but assertive in making sure they are involved in school life. You can practise this by asking them what they would do if their teacher isn't using the radio aid properly, if the subtitles on the TV aren't on or if they missed something their friend said.



Supporting your child's education

✓ Missing school for medical appointments

Does your child need to miss school sometimes for audiology or other medical appointments? We have advice on how this should be handled at www.ndcs.org.uk/absence.

✓ Options after leaving school

If your child is turning 14 this year or starting to think about their future, read our factsheet on how you can support them to think about all their options in education or employment. You can download this from www.ndcs.org.uk/leavingschool.

✓ Bullying

Most deaf children enjoy their time at school but if you're worried about your child being bullied, we have guides for parents, schools and young people at www.ndcs.org.uk/bullyingguides.



Know your rights

Even if your child's doing well, it's still important to know the law on how deaf children should be supported. Sometimes just showing you have a basic awareness of your rights can help nip any problems in the bud.

Kirsty, mum to Zach (10) who is profoundly deaf, shares how they manage his transition to a new school year.



Zach

"We're lucky to have a very proactive SENCO, so on the INSET day before term starts in September our school offers children with special educational needs the opportunity to go and see their new classroom with their name labels, pegs and work tray etc. We also meet the teacher and any new support staff who will be working with Zach and provide information on his deafness and the equipment he uses, including his FM/mini mic. We see where the class will line up outside and which door they'll use. Zach sees where he'll be sitting in the classroom and makes sure he's happy with all the arrangements. As he's got older, Zach's had more input into what happens and when, in conjunction with his ToD.

We also use a one-page profile, which we update each year and the SENCO distributes to all staff working with Zach. It gives a well-rounded view of his abilities and needs, how best to help him and what's great about him – as it's easy for everyone to be so focused on his deafness that they lose sight of what a wonderful person he is. We also use this document for outside of school activities where he is changing group, instructor or coach and they have really appreciated it."

➔ If your child is starting a new school our booklets *Starting Primary School* or *Starting Secondary School* might be useful. Our resources *Helping your Deaf Child to Read and Write: 5 to 7 years old* and *8 to 11 years old* and *Helping your Deaf Child to Develop Maths Skills: 5 to 11 years old* also have lots of ideas and suggestions for fun activities to support learning at home. All of these can be downloaded from www.ndcs.org.uk/education.

For template personal passports and profiles have a look at www.ndcs.org.uk/passports.

For more information about your rights and what to do if you have any concerns visit www.ndcs.org.uk/schoolcomplaint.



Mainstream tech in the classroom

What do we mean by 'mainstream' tech?

We mean technology that wasn't specifically designed for deaf children.

Using mainstream information and communication technology (ICT) at school can improve all pupils' learning and help develop relevant digital skills, but here we look at how it can have particular benefits for deaf children. You may want to discuss some of this with your child's teacher.

ICT can make teaching and learning very visual by using images or videos on a screen. A visual style of teaching allows children to develop their general knowledge, even if they can't always hear the teacher.

More and more schools use interactive **whiteboards**, or smartboards, which are a bit like giant touchscreen computers. They can work with other technology, such as iPads, and can encourage children to actively participate in class. Using screens, instead of textbooks, to present visual information means children face the teacher, making it easier to lip-read, watch body language or see the interpreter. Simple sentences can be put on the screen, making it easier for deaf children with a language delay to understand the information. As the teaching material is digital, a teacher can easily replay a lesson and make sure everyone understands it. Your child can even ask for a copy of the lesson so they can look at it at home at their own pace.

"We have an interactive screen in each classroom. We can instantly access the internet for visual support and this can enhance language development. We can immediately illustrate words or sentences using a picture or symbol and put it into context. It helps the children gain an understanding more readily and makes learning meaningful."

– Liz Ward, Elmfield School for Deaf Children



Some schools also let pupils use **iPads or tablets**. Your child can use this to take photos of notes on the whiteboard rather than copy them down. This way they don't need to look away from the teacher or interpreter and miss important information.

"iPads are great but care should be taken that they aid communication, not prevent it. They can be used for recording lessons, taking photos of experiences and using apps to promote language and listening skills and discussion between teachers, parents and children."

– Hearing support team, Birmingham City Council

Some schools use particular **apps**, such as apps for viewing and setting homework. These can help to make sure your child knows what their assignments are and can reduce anxiety about not having understood correctly what homework was set by the teacher.



“At both our mainstream high school and our school for the deaf we use the Show My Homework software and app. If pupils miss the homework the teacher has set or if the pupil is off they can see

what their homework is in the app. Parents also have access and it’s very beneficial for deaf parents as they don’t need to contact the school to check what the homework is.”

– Catherine Finestone, Head of Windsor Park School for the Deaf

There are other apps your child could find useful. For example **Evernote**, which is a notetaking app that also allows your child to make sound recordings and take photos to add to the notes, which can then be shared with other users. Your child could also use the integrated voice recorder on their phone or tablet, or voice-recorder apps in which the voice recording can be edited, such as **Voice Record Pro** (available only on iOS devices). In this free-of-charge app the pitch of sound recordings can be changed, so your child can make the recorded voice sound lower if their hearing is better in the lower frequencies, or the other way around. They can also play the recording slower or pause it when needed.



“Voice recordings can be useful for secondary school but especially for further education onwards if pupils don’t want or have a notetaker but can’t take all the information in. They can listen to the information again at their own pace and with the technology that works for them, such as using direct input leads plugged into their hearing devices.”

– Davina Allen, Teacher of the Deaf



Touch typing can be a great skill for deaf children and young people to learn. It makes it easier to take down information while still watching what teachers or lecturers are saying.



Soundfield systems amplify the teacher’s voice evenly throughout the classroom. It benefits everyone: teachers don’t need to raise their voice, it’s easier for children to listen to the teacher even when they sit at the back of the classroom and it improves children’s levels of concentration. Deaf pupils in particular can benefit from being able to hear the teacher’s voice above unwanted background noise. Many soundfield systems can connect to whiteboards, so sound from the whiteboard is spread evenly throughout the classroom. Some soundfield systems can also be connected to **radio aids**.

Don’t forget about radio aids



All mainstream technology discussed here could help your child’s learning, but remember that deaf children can particularly benefit from using a radio aid to support their learning, language and listening development.

➔ To find out more about the wide range of technology that could help your child go to www.ndcs.org.uk/technology or to borrow a product from our Technology Test Drive loan service go to www.ndcs.org.uk/techdrive.

Reviews



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

Would you or your child like to write a review for Families magazine? Email magazine @ndcs.org.uk.



→ Key

This resource could be most suitable for the following ages:

0-4

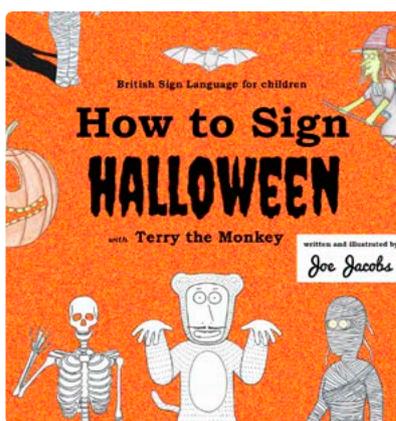
5-10

11-14

15-18

19-25

Book



How to Sign Halloween with Terry the Monkey
Written and illustrated by Joe Jacobs

Available from **Amazon**
£4.99

0-4

5-10

This book is an introduction to British Sign Language (BSL), based around the theme of Halloween. It's

a story about the traditions of Halloween night, interspersed with clear descriptions and pictures of relevant BSL signs. The illustrations are beautiful and it's a lovely book to read and look at.

The book is very simple and easy to follow. The story is built around the signs rather than the signs fitting into a more exciting story. That's not to say it isn't enjoyable.

My deaf children are six and eight and are fluent in BSL. BSL has regional differences and so some of the signs in the book are different to the ones they have learned at school. They found this in part amusing and in part frustrating. For this reason I think this book is better suited to children earlier on in their BSL journey. My hearing three-year-old got a lot out of it and it was good to be able to connect the signs with an activity she understands.

I really loved the last page where it gives you hints and tips on what to do with your face and mouth when you're signing. Facial expressions and lip patterns are such a massive part of using BSL and I think that's often lost in early years books where you just see a picture and a description of how to move your hands.

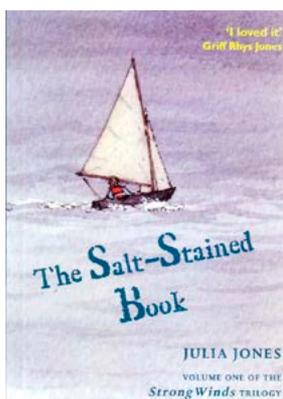
In conclusion I think this is a very gentle introduction to BSL suited to pre-school children. Terry the Monkey is a very likeable character and I hope we see more of him!

– Alison, mum to William (8) and Harriet (6), who are both profoundly deaf, and Sadie (3), who is hearing.



Alison, William, Harriet and Sadie

Book

**The Salt-Stained Book**

Written by Julia Jones and illustrated by Claudia Myatt

Available from

Amazon

📍 **£7.99**

(paperback)

£4.64 (Kindle edition)

11-14

15-18

19-25

This book follows 13-year-old hero Donny and his close relationship with his mum, Skye, who has been profoundly deaf since birth and has dyslexia. Donny becomes a young carer after his gran dies and their own private world is shattered when Skye is unfairly brandished 'incapable' and whisked away to a mental health hospital while Donny is placed in care.

The carefully crafted narrative contrasts the welfare team's stereotypical views of disability with Donny's resourcefulness and resilience. He makes friends in school and in his foster home; together they help Donny in his quest to get his mum back and also oversee the mysterious arrival of Great Aunt Ellen.

This inspiring book is intended for teenage and young adult readers. I loved the themes of heroism, survival and friendship and also the clear comparison to Arthur Ransome's *Swallows and Amazons*. It's an honest account of the difficulties faced by Donny. It was refreshing that they included the British fingerspelling alphabet at the end, had somewhat humorous references to deaf culture and included things like signing. However I feel that deafness could have been shown more; Skye being away and visits being limited meant that it was not featured as much as it could have been. Overall I'd definitely recommend this book (and the other two in the trilogy) to deaf teenagers.

– Amber (17) who is profoundly deaf.



Amber

Product



Evie

Vibralite Mini Watch

The Vibralite Mini Watch is a digital watch with up to 12 alarms with vibration and/or sound. It's available in different colours.

Available to borrow from our Technology Test Drive (www.ndcs.org.uk/techdrive) or buy from Connevens (www.connevens.co.uk) or Action on Hearing Loss (www.actiononhearingloss.org.uk).

📍 **Approximately £35 plus VAT**

5-10

11-14

Evie has always been a good sleeper. We wanted to encourage her to be independent, not relying on us to wake her up every morning for school especially as she's starting senior school this September.

We had a look on the National Deaf Children's Society website for some ideas. This is where we found out about the Vibralite Mini Watch and the loan service they provide. We didn't want to buy one without testing it so we requested a loan and were quickly provided with the watch.

The instructions were easy to follow to set the alarm. The watch can be set several times a day which would be a useful tool if someone needed to be reminded to take medication. You can also choose different alarm modes: vibrating, sound or both. There is a light as well.

We set the watch to go off at bedtime and in the mornings. Evie just used the vibration mode. So did it work? Yes, every morning the vibration was enough to wake Evie up independently. She loved the light as she said if she woke up in the middle of the night she was able to see what time it was. Evie told us it made her feel 'more grown-up' because she was getting herself up in the mornings.

We didn't buy this watch, only because Evie wasn't keen on the colour (it was orange) or the velcro strap which she said was itchy. We did however buy a similar one in a colour she likes which Evie uses all the time. It was really helpful trying out the watch and we'd recommend it.

– Sharon, mum to Evie (11) who is moderately to severely deaf.

Resources

Helpline



Q My son is eight years old and has a mild hearing loss in both ears. A friend asked if I'm claiming Disability Living Allowance (DLA) for him. I never have as I didn't think he was deaf enough to be eligible – is that right?

Many deaf children in the UK receive DLA, which is a benefit based on a child's care and supervision needs. To claim, you need to show that your son's needs are significantly greater than a child of the same age without a disability or illness. These care and supervision needs may take place during the day, at night or both.

Bear in mind it's not the degree of hearing loss he has but the extra care and supervision he needs because of it. Many people can be put off applying for DLA because a mild hearing loss is often underestimated, but it's still a disability and can have a significant impact. We have some information about mild to moderate hearing loss at www.ndcs.org.uk/mildmoderate.

When completing the DLA form, it may be upsetting to think about all the ways your son differs from hearing children but it's important you don't minimise his needs. Give yourself plenty of time and don't feel you have to complete it all in one go.

Gathering supporting evidence about the care and supervision he needs can really help to strengthen your claim too. A supportive letter from his audiologist can help. You could also ask someone who understands deafness and how it affects him, like a close family member or friend, to write a letter. Visit www.ndcs.org.uk/supportingevidence for more information about the types of people who can write supporting letters for you.

We'd also suggest keeping a diary for a few days of all the support your son needs. This can help when it comes to thinking of examples to put in the form. You could also include the diary as evidence of what a typical day is like for you.

Visit www.ndcs.org.uk/dla for more information about claiming DLA.

What's new?



How to Appeal to the Tribunal Against a Decision About Your Child's Special Educational Needs (England)

What type of information is it?

An updated factsheet available to download from www.ndcs.org.uk/additionalsupport.

Who's it for? Parents of deaf children in England who disagree with a decision made by their local authority in relation to their child's Special Educational Needs (SEN) and are thinking of appealing.

What's it about? Your right to appeal and the Tribunal appeals process, including the types of decision you can appeal against, how to resolve disagreements without the need for a hearing and tips on how to lodge, and prepare for, an appeal.

You might also like: Our other information and factsheets about Education, Health and Care (EHC) needs assessments and plans at www.ndcs.org.uk/sen.



 **Freephone 0808 800 8880**
 **helpline@ndcs.org.uk**
 **www.ndcs.org.uk/livechat**

The Equality Act and your child's education

What type of information is it? New web content available at www.ndcs.org.uk/educationrights.

Who's it for? Parents of deaf children in education – from pre-school to university.

What's it about? Information on what the Equality Act is, how it protects deaf children and young people from discrimination in education settings, what education providers have to do under the Act and what to do if you think your child has been discriminated against.

You might also like: Making a complaint to your child's school (England). www.ndcs.org.uk/schoolcomplaints



Autism and deaf children

What type of information is it? New web content available at www.ndcs.org.uk/autism.

Who's it for? Parents of a deaf child who has been diagnosed with autism, or who think their child may have autism.

What's it about? Information on the difficulties of diagnosing autism in deaf children and strategies for supporting deaf children with autism.

You might also like: Communicating with deaf children who have additional needs. www.ndcs.org.uk/acncommunication



Supporting Your Child with Filling in the 'How your disability affects you' Questionnaire (PIP2)

What type of information is it? An updated factsheet available to download from www.ndcs.org.uk/pip.

Who's it for? Parents of deaf children (16 and over) who would like to support their son or daughter with their Personal Independence Payment (PIP) application.

What's it about? It gives information about the disability questionnaire, including examples, how to support your son or daughter to fill it in, what happens after the application is sent in and a glossary of key terms used.

You might also like: Our general information about PIP, including the claim process and how to complain about delays or decisions at www.ndcs.org.uk/pipclaim.



JOIN SOUND OUT AND HELP MAKE OUR INFORMATION EVEN BETTER

Join Sound Out, our 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/soundout for more information.



If you've registered on our website 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.

“We gain so much from being part of our local Deaf Children’s Society. Not only is it great for my daughter but it’s a wonderful support for us as parents too.”

Meet parents of deaf children near you

Joining a local Deaf Children’s Society is a great way to meet other families with deaf children. Welcoming a range of ages and levels of hearing loss, they help parents and carers to come together to support one another. Children also get 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 Deaf Children’s Societies support the whole family. There are more than 100 across the UK. Each is run by a

committee of volunteers, usually parents of deaf children, who decide which events and activities they want to run in their local area.

Deaf Children’s Societies 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 or contact localgroups@ndcs.org.uk or 020 7014 5919.

In your area

Life is an adventure

Our Roadshow Logistics Officer **Steven**, who is severely to profoundly deaf, tells us about growing up deaf, football, travelling and working on our Roadshow team.

My name is Steven Gardiner and I'm 34 years old and severely to profoundly deaf. I'm part of the Roadshow team here at the National Deaf Children's Society, responsible for the driving and safety of the Roadshow bus and supporting our staff to deliver workshops. I absolutely love this job; it's so rewarding to see the impact we have on the deaf young people we meet.

Growing up, I went to mainstream primary and secondary schools in Scotland. I have two hearing aids and with a radio aid as well I could hear the teacher in a much clearer way. I found the radio aid very useful, especially when the classroom was noisy.

Although I was focused in class, outside was where I wanted to be, playing football at every opportunity! I just loved sport, growing up. I was pretty good at all sports but it was football I seemed to be really good at so it's probably obvious what I wanted to be growing up...

I was very shy at school and did unfortunately suffer my share of being bullied at times. This affected my confidence but I learnt to rise above these silly people and was lucky enough to be surrounded by many good friends who were protective of me.

I left school with all my GCSEs and Highers so I took the opportunity to attend further education by enrolling in a course to study Aeronautical Engineering over the next three years. It was a really confusing time when I left school; I wasn't sure what I wanted to do and that's why one of my favourite workshops that we deliver on the Roadshow is My Future which is all about the options and support available for deaf young people when they leave school.

Those years changed my life. I grew in confidence by learning to become independent and being introduced to the Deaf community for the first time. I was invited to a deaf club where I was asked to play for their deaf football team. Before I knew it I was invited to trials with the Great Britain deaf football team and 18 months later I was on my way to Australia to play in the Deaflympics!

This was the most incredible experience of my life; we were lucky enough to go on to win the gold medal and I scored the opening goal in the final! After achieving all this I was then signed to play football at a semi-professional level with Scone Thistle football club, which it was a privilege to play for for many years. I count myself fortunate I could play football at this standard.



Since then I've done a lot of travelling, backpacking around Asia and working/travelling around Australia. Over the summer I explored Europe on my motorcycle, which I loved! Life is an adventure, get out there and live it!

➔ To find out more about the Roadshow and book a visit go to www.ndcs.org.uk/roadshow.

In your area

Events



Events programme for 8–18 year olds

At our events young people get involved in many sports and 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.

16+ Transition Week

(age 16–18)
Derbyshire, England
22–26 October

Get Creative Weekend

(age 11–15)
Nottinghamshire, England
9–11 November

Adventure Weekend

(age 14–18)
Perthshire, Scotland
12–14 October

Winter Weekend

(age 8–15)
Nethybridge, Scotland
8–10 February 2019



Getting your child ready for school: Communication and Technology (2–4 years)

An information event for parents and carers with deaf children aged 2–4 years. Learn about technology, communicating and the importance of learning through play.

Stirling, Scotland*
15–16 September

Liverpool, England
6 October

Cookstown, Northern Ireland*
6–7 October

*This is a two-day event which includes information from our Getting your child ready for school: Education event.

Newly Diagnosed Information Days (0–2 years)

A two-day information event for families with newly diagnosed deaf children aged 0–2 years. Sessions will cover support around communication, early learning and hearing and technology. It's also a great opportunity to meet other families.

Newcastle, England
6–7 October

Cardiff, Wales
13–14 October

Belfast, Northern Ireland
24–25 November

(Please note that this event is suitable for families with newly diagnosed children aged 0–12)

→ 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.

→ INTERESTED IN ONE OF OUR EVENTS?

Application deadlines for events are up to three months before the event, visit our website to find out more about the applications process.



Raising the bar

Raising the Bar* is our annual search to find talented young deaf dancers, musicians and actors to prove that deafness isn't a barrier to achieving in the arts. Jayden (15), who is a dancer, sent in a dance clip and landed a place on our weekend event.

I started dancing before I could hear music. My mum said that before I was diagnosed as deaf I used to sit on the floor and dance to the vibration of music. Then when I was about five years old my sister started teaching me to dance.

I love dancing because it's a form of escapism. When I dance I'm transformed into a different place where everything is perfect – it allows me to express myself and my feelings in creative form. It makes me feel free, safe, helps me to relax and it's very enjoyable.

It makes me feel free, safe, helps me to relax and it's very enjoyable.

I decided to film a dance clip and apply for Raising the Bar because I knew I had something special to offer to the programme. At the same time I was keen to learn new skills and to meet other deaf kids aspiring to be performing artists. When I found out I'd got a place on the event I felt absolutely fantastic! I was so excited and couldn't believe it at first – then when it finally sank in I felt a bit nervous.

At the weekend I learnt three different styles of dances from films

and musicals and performed them in front of an audience made up of family, friends and the press. I also met other deaf kids who had similar interests to mine which was really good.

One of my favourite parts of the weekend was when we had a pizza night when everyone got together and me and my new friends made up songs and danced in the shopping centre! And of course performing in front of everyone on the final day too. It was great fun!

The whole thing was a great experience and I'd definitely encourage other deaf young people to apply next year. Go for it! Work hard, train hard and you'll achieve what you want. You may be deaf but that doesn't stop you from doing the impossible.

➔ Find out more about Raising the Bar at www.ndcs.org.uk/raisingthebar.



The BOSHIER-HINTON Foundation
A GRANT MAKING TRUST



DCCT The D'Oyly Carte Charitable Trust

Get involved

It's party conference season

Members of our new Young People's Advisory Board will soon be attending the annual party conferences to get their voices heard.



Each autumn the UK's major political parties host their annual party conferences where party members and politicians decide and discuss their plans and policies for the next year. We always take this opportunity to meet with decision makers and every year we take deaf young people with us. It makes a huge difference for politicians to hear directly from them about the issues that matter to them.

For example last year Erin (17) came to the Labour party conference and met with many different MPs, including Jeremy Corbyn, some of whom have since been the strongest advocates for deaf children in Westminster. She wrote a brilliant post on our campaigns blog about the experience.

Aliko (20) attended the Conservative party conference. She met and quizzed numerous MPs, including ministers like Anne Milton. Aliko was brilliant at telling her story and at representing the other 50,000

deaf young people in the UK.

This year we'll be taking members of our new Young People's Advisory Board (YAB) and while we can't predict what will happen at the party conferences we know our YAB members will grab the opportunity with both hands. Hopefully, we'll begin to see even more voices advocating for deaf children in Westminster and elsewhere.

Good luck to our YAB members – keep an eye on our campaigns blog at www.ndcscampaigns.com to find out how they get on!



➔ To find out more and join our Campaigns Network visit www.ndcs.org.uk/campaigns.

Crafty campaigning



We've been empowering deaf children and young people to share their views on plans as part of the British Sign Language (BSL) legislation in Scotland. One way has been through the Civic Participation Programme, funded by the Scottish Government, which aims to give deaf young people the tools and knowledge to develop their own campaigns.

We delivered workshops across Scotland to introduce deaf pupils aged 12–18 to the concept of Craftivism. This form of campaigning uses arts and crafts as a way of highlighting a political point while getting young people excited about politics. Craft + activism = craftivism.

The young people were introduced to the idea of campaigning and supported to think about why campaigners want to change things and what an ideal outcome would be. They were guided through identifying the challenges they faced being deaf and how to turn these

issues into campaigns for change.

The workshops were centred on discussing past campaigns, looking at images and slogans and using these as inspiration for their own campaign ideas. Craftivism is about young people leading the campaigns and being change-makers themselves, raising issues that affect them in relation to deafness or communication in their lives. Once provided with skills and knowledge on how to create their own campaigns for social change, the pupils were armed with glue guns, fabric and sewing machines to make protest banners and badges to highlight their cause.

Crucially, the programme also supported young people to meet their BSL Plan local representatives, show them their crafty campaigns and feed in their ideas.

The next step is for us to also feed back what the young people told us to local authority decision makers to inform their BSL Local Plans.

We helped deaf young people use arts and crafts to campaign for social change.



What deaf young people told us about the workshops:

"I now want to tell everyone about deaf awareness and start my own campaign."

"I understand the process of carrying out a campaign and can crack anything."

"It's taught me a lot... I love doing arts!"

"Fantastic!! It was amazing."

➔ What do you think should be in the BSL Plans for your area? Let us know at campaigns.scotland@ndcs.org.uk.



Doncaster School for the Deaf

Established 1829

British
Sign
Language

Speech
and
Language
Therapy

Teachers
of the
Deaf

Residential
and Day
Places
Available

Small
Classes

Outstanding
Children's
Home

Leger Way, Doncaster DN2 6AY

jgoodman@ddt-deaf.org.uk | www.deaf-school.org.uk

01302 386733

Cut this page out and send it back to make your order!

Get ready for Christmas

Spread some seasonal cheer this Christmas with our festive cards. We've eight fantastic designs to choose from so there's something for everyone.

Turn the
page to
order!

1

£4.25
for 10
cards

2

£3.99
for 10
cards

4

£3.99
for 10
cards

3

£3.99
for 10
cards

5

£3.99
for 10
cards

HAPPY CHRISTMAS

6

£7.70
for 30
cards

7

£3.90
for 10
cards

8

£3.99
for 10
cards

Order your cards in four simple ways.

- Turn the page and fill in the order form.
- Call Impress Publishing on **01227 811 658**.
- Buy online at **www.charitycardshop.com/ndcs**.
- Visit one of the 300+ Cards for Good Causes outlets around the country (visit **www.cardsforcharity.co.uk**).

Order your Christmas cards now



Code	Description	Greeting	Price	Quantity	Total
01	Night Before Christmas	Warmest wishes for a happy holiday season and a wonderful New Year	£4.25		
02	Season's Tweetings	Season's Greetings and Best Wishes for the New Year	£3.99		
03	Hark The Herald Angels	Warmest wishes for a happy holiday season	£3.99		
04	Rural Winters Day	Wishing you a merry Christmas and happy new year	£3.99		
05	Away in a Manger	Wishing you joy and blessings this Christmas	£3.99		
06	Special Offer: Christmas Hedgehog Pudding (3 for 2)	Blank message	£7.70		
07	Dove of Peace	May your Christmas season be filled with joy	£3.90		
08	O Christmas Tree	Merry Christmas and a happy new year	£3.99		
				Total cards	£
				Postage and packing (see below)	£
Please note that all cards come with envelopes.				Donation	£
				Grand total	£

Postage and packing for mainland UK

Please note that you will be responsible for postage and packing costs if you return part or all of your order unless faulty.

Value of cards ordered	Up to £10	£10.01–£20	£20.01–£50	£50.01+
Postage and packing costs	£3	£4.15	£5.20	£7.30

For overseas orders contact ndcs@impresspublishing.co.uk

Your details

Title and first name Surname

Email address

Billing address

Delivery address (if different)

Phone number

Gift Aid You can make your donation worth 25% more at no extra cost to you.

Please claim back the tax I have paid against all gifts I have made to the National Deaf Children's Society in the last four years, plus any future gifts I may make*

giftaid it

Signature Date

*Please inform the National Deaf Children's Society if your address or tax status changes. If you pay less Income Tax and/or Capital Gains Tax than the amount of Gift Aid claimed on all your donations in that tax year it is your responsibility to pay any difference.

Post your order form to:

National Deaf Children's Society order, Appledown House, Barton Business Park, Canterbury, Kent CT1 3TE.

You can also order by calling 01227 811 658 (lines open 8.30am–5pm, Mon–Fri).

Impress Publishing will appear on your debit/credit card statement. Last orders accepted 7 December 2018.

Please note delivery turnaround can be up to 14 days. Refund/Faulty goods policy can be found at www.ndcs.org.uk.

We'd like to keep in touch so that we can update you on other ways we are supporting deaf children and young people in the UK and overseas and how you may be able to get involved. We want to make sure we communicate with you in the right way, so please let us know whether you are happy to be contacted by: Email SMS

We would like to be able to contact you by post and telephone, please let us know if you DO NOT want to be contacted in this way: I do not want to be contacted by telephone I do not want to be contacted by mail
For more information, please read our Privacy Statement at ndcs.org.uk/disclaimerandprivacy

Payment details: Pay by cheque (payable to NDCS Limited) or card (Visa/Mastercard/Maestro)

Card number Security code

Issue no. (if applicable) Start date / Expiry date /

The National Deaf Children's Society is a registered charity in England and Wales no. 1016532 and in Scotland no. SC040779. Deaf Child Worldwide is the international arm of the National Deaf Children's Society. JR1397



Join #TeamNDCS in the iconic Virgin Money London Marathon!



Thank you for your tremendous support over the marathon weekend. I'm so grateful to you for the opportunity to support and raise awareness of such a worthwhile cause – not to mention the opportunity to run! Thank you again for a once in a lifetime experience.
– Susan Bowser

Thank you all for making the London Marathon experience so enjoyable for runners and supporters alike. It was a memorable day made even better by all your hard work and support.
– Jeremy Ayre

Charity applications are now open!

Just wanted to say a HAA-YUGE thank you to you and all the staff at the National Deaf Children's Society. The day was great (if a little hot!) and the reception was just what was needed. The massage was a godsend! My kids loved the whole day. If there's room for next year, please count me in!
– Oli Mould

Thank you for letting me run for you – you were great – the best charity I have ever run one of these things for.
– Michael Davison

Join #TeamNDCS for the Virgin Money London Marathon on Sunday 28 April 2019 and be part of something amazing!

One of my top highlights was seeing the National Deaf Children's Society group near Westminster and getting all the cheers and high-fives as I ran through. Just an amazing feeling!
– Chris Jones



Visit www.ndcslondonmarathon.com for more information or call us on 020 7014 1165.



When I'm a

grown-up

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

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



I'm a student midwife because...

I'm passionate about providing quality care and making the woman and her birthing partner as relaxed as possible.

I'm profoundly deaf and a student midwife, which allows me to carry out the role of a qualified midwife but under supervision. I've always

wanted to work in the nursing profession and nine years ago I had a cochlear implant so I could hear my children. I wondered if fulfilling my dream would be possible but I went to an open day at the University of South Wales where one of the midwifery lecturers advised me on equipment I'd have to use, such as a stethoscope. I went away to do some research and within two weeks I'd found a

stethoscope that was compatible with a cochlear implant. I contacted the lecturer and she told me to apply.

I'm now looking forward to completing my training and becoming a fully qualified midwife.

– Sian Preddy

I'm an aerospace design engineer because...

I have an everlasting hunger and passion for the development of aircraft. I'm profoundly deaf and the third generation in my family to be deaf. I did an apprenticeship with British Aerospace between 1986 and 1991 and was offered a permanent job as a mechanical design draughtsman at the end of my placement. In 1999 I decided to become a contractor and have worked for Ibis, BAE Systems, Airbus UK and BE Aerospace.

I've found basic deaf awareness skills were often lacking in the workplace and it's important to address these problems straight away. Modern technology has helped transform access in the workplace for me through things like email, instant messenger, textphones, the Access to Work British Sign Language (BSL) interpreting service and video conferencing.

– Richard Weinbaum



I'm a magician because...

I love meeting people and taking away everyday life for the brief moments of my performance – giving them a sense of wonder. Seeing the reactions on their faces really spurs me on. I learnt my first trick when I was 16 and had a residency at a local pub by 18. I then started offering my services for weddings and parties.

I'm profoundly deaf and wear hearing aids. I have good speech and can hear reasonably well with my hearing aids which allows me to work in both deaf and hearing worlds. I'm patient with people and control the conversation when it comes to my work, this reduces random comments which may cause me confusion.

– Alex Jobson



➔ What does your child want to be when they grow up? For more information on careers, check out our section about life after leaving school at www.ndcs.org.uk/leavingschool.



We are an outcomes-focused residential and day school supporting children and young people aged between 4 and 19 who are deaf, affected by multi-sensory impairment or who have communication difficulties.

Our focus is on preparing young people for life beyond school. We support pupils to be confident, resilient and to achieve their full potential.

St John's provides:

- An in-house audiologist
- In-house speech and language professionals
- Small class sizes
- Classes taught by specialist Teachers of the Deaf
- Varied curriculum including entry level qualifications through to GCSEs and beyond
- Education delivered using oral communication to encourage speech development
- ASC-friendly spaces
- An established and successful Sixth-Form
- Close links with local colleges

The school is a welcoming and inclusive environment where children flourish in the company of their peers. All children who leave St John's go into further education, training or employment.

Contact us:

Telephone: 01937 842144
Email: info@stjohns.org.uk
Visit: www.stjohns.org.uk

St John's Catholic School for the Deaf
Church Street, Boston Spa, Wetherby,
West Yorkshire, LS23 6DF

St John's
Catholic School for the Deaf



You see challenges...

We see

OPPORTUNITIES



The right learning environment, the right attitude and the right approach can make a world of difference. At Mary Hare School we see the potential in every pupil and help them reach their goals.

For more information or to arrange an individual visit, please contact
Faye Oliver: (f.oliver@maryhare.org.uk or 01635 244215)
or visit our website www.maryhare.org.uk

Securing the future of deaf children and young people

