

26



Tips on sharing toys and games

29



The role of the Teacher of the Deaf

30



Supporting communication at home



National Deaf Children's Society

# families

## Megan's key to independence



I was really happy, I rang up half my family to tell them I'd passed.



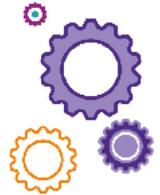
# Day and residential School and College for Deaf young people aged 5 - 25.



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](http://exeterdeafacademy.ac.uk)

To book a bespoke visit contact:

[admissions@exeterdeafacademy.ac.uk](mailto:admissions@exeterdeafacademy.ac.uk)

01392 267 029 or Text: 07624 808 738

50 Topsham Road, Exeter, Devon EX2 4NF



# My deafness didn't stop me...

## becoming a tennis champion

Phoebe



### **PHOEBE (16), WHO IS PROFOUNDLY DEAF, IS A RISING STAR ON THE TENNIS COURT,**

winning the singles and doubles titles in last year's Slovenia Deaf Open. "When I was eight my mum got a leaflet about trying out some tennis sessions at my local school," Phoebe says. "I went and really enjoyed them. Next I tried out for a new squad in Huddersfield. My ability was recognised and my training and competing gradually increased."

But Phoebe, who wears cochlear implants, does explain that it's not always easy training in big groups. "When the coaches are speaking to a large squad of players from a long way away I find it difficult to pick up what they say which leads to confusion," she says. "I've overcome this by

nicely asking if they could repeat what they say."

**Work hard and believe in yourself and you can chase your dreams.**

Last year Phoebe was also delighted to be a runner-up in the youth category at the Deaf Sports Personality of the Year awards. Now she's looking forward to competing in more tournaments, but first she has to do her GCSEs. "They are my priority so I'm revising a lot but as soon as they are over I'll be back to tennis. I played the best tennis of my life in Slovenia

and I was so happy that I won.

This year there are the World Deaf Tennis Championships which I hope will be another successful tournament for me."

If she could give one tip to other deaf children playing sports, Phoebe says it would be to believe anything is possible. "The thing I've lacked in the past is self-belief," she says. "Work hard and believe in yourself and you can chase your dreams." 



For information you can share with professionals about adapting activities for your child, visit [www.ndcs.org.uk/deafawarenessresourcesmag](http://www.ndcs.org.uk/deafawarenessresourcesmag).



“Northern Counties has given Ciaran a future with lots of opportunities”  
*Ciaran's grandparent*

“Ruby is now such a happy little girl who, for the first time ever, goes around singing! We are more relaxed knowing how happy she is in school now”  
*Ruby's grandparent*

## **A school focused on developing language and communication skills with children, young people and their families**

Northern Counties School is part of the Percy Hedley Foundation and has provided education to deaf children since 1838.

We offer education within a total communication approach, teaching in small groups with high levels of individual support from specialist staff experienced in working with hearing impaired children.

Children here are taught to use oral and sign language skills, with some benefitting from a variety of alternative and/or augmentative communication strategies.

Our approach is motivating and challenging, to encourage maximum independence and inclusion into the community.

# 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)

## 🐦 Twitter

@NDCS\_UK  
@NDCS\_Cymru  
@NDCS\_Scotland  
@NDCS\_NIreland

## f Facebook

NDCS.UK  
NDCSScotland  
NDCSNireland

## 📷 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 44–45 for more information on supporting our work.  
.....

**Editor** Karen Harlow  
**Designer** Naomi Loo  
**Production Manager** Andy Long  
**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.



**Lily's story**  
how her parents found information with English as a second language  
**p12**



**Daisy's story**  
how her football achievements have made her feel more confident  
**p14**



**Cobie's story**  
how he educated his school on deaf awareness  
**p16**



**Georgia's story**  
why she visited Malawi to meet other families with a deaf child  
**p18**

# Hello



Summer is a time for relaxation, hobbies and play. Read about tennis champion Phoebe (16) on page 3 and rising football star Daisy (10) on pages 14–15. You can find out more about how activities can be adapted for your child at **www.ndcs.org.uk/deafawarenessresourcesmag**. Summer is also a good time to put plans in place for the next school year, like Cobie (13) who, after a difficult start at secondary school, educated his friends and teachers about his needs to increase deaf awareness (pages 16–17).

Do you know what support you should get from your Teacher of the Deaf (ToD)? ToD Anne-Marie Hall explains what you should expect on page 29. You can also find out about our campaign to protect the future of this important role on page 43.

Finally, many people think deaf young people can't learn to drive but Megan (20) dispels this myth on pages 21–23, explaining how she learnt and passed her test first time! Happy reading,

*Karen*

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

## Contents

- .....
- 3 My deafness didn't stop me...** becoming a tennis champion
  - 5 Contents and note from the editor**
  - 6 News**
  - 7 Comment**
  - 21 Young people 19–25** The key to independence

### INFORMATION, TIPS AND ADVICE

### YOUR STORIES

- 24 Scribble Club**
- 26 How do I...** share toys and activities with my child?
- 29 Ask the expert**
- 30 Education and learning**
- 32 Technology**
- 34 Reviews**
- 36 Resources**
- 38 In your area**
- 43 Get involved**
- 9 Superstars**
- 10 Raising Nancy**
- 11 Raising Molly**
- 12 Early years** Building confidence
- 14 Primary years** Level playing field
- 16 Secondary years** Raising deaf awareness
- 18 Young people 15–18** Shining example

### ROLE MODELS

- 46 When I'm a grown-up**

# NEWS



## Celebrating young authors and artists in Northern Ireland

In March, we celebrated the talents of deaf children and young people at the awards ceremony for our Young Authors and Artists' competition in Belfast City Hall. Deaf children and young people were joined by their teachers and families and the awards were presented by actor Jamie Rea (also a former prizewinner!).

Over 100 children got incredibly creative with this year's theme of 'my time machine', conjuring up amazing visions for imaginary journeys through time and space. The Northern Ireland team were so excited to see the fantastic entries as they arrived in the office this year.

Thank you to the judges, Belfast City Council and our sponsors who helped make it all happen. Congratulations to all the prizewinning authors and artists and to everyone who entered for producing such brilliant work!



## British Sign Language in Wales

The Education Minister in Wales has committed to review opportunities to learn British Sign Language (BSL) across the country, 15 years after the Welsh Government formally recognised BSL as a language in its own right. The move came after pressure from a number of campaigners including the National Deaf Children's Society Cymru to improve opportunities to learn BSL.

In response to calls for a BSL GCSE in Wales, Qualifications Wales has said it's open to using a qualification developed in England. There are ongoing discussions about this, so fingers crossed!



## Thanks for taking action

Thanks to everyone who shared their views on a key piece of guidance connected to a new law that will change the way support is planned for learners aged 0–25 in Wales. Although this law doesn't take effect until September 2020, the Welsh Government has been drafting the accompanying Code that will outline how the new law will work in practice. It's crucial that the Code works well for deaf children and young people so that they can get the support they need. By taking part you've helped to highlight deaf children and young people's needs.

For more information on the new law and the Code, visit [www.ndcs.org.uk/IDPWalesmag](http://www.ndcs.org.uk/IDPWalesmag).



## Join our fun events!

Has the early summer sunshine inspired you to get out and do something active? If you have experience of supporting children and young people, know British Sign Language (BSL) or if you're deaf and want to be a positive role model, then we have the opportunity for you!

During our action-packed events, volunteers support deaf children and young people to make friends and feel more confident. They make sure everyone is safe, happy and fully included. We're looking for volunteers who are happy to get involved in activities and support and entertain deaf children and young people during breaks, free time and when waiting to do activities. We also need volunteers with BSL Level 3 or equivalent to provide communication support (signing and voiceover).

If you or someone you know might be interested, please email [volunteer@ndcs.org.uk](mailto:volunteer@ndcs.org.uk) to find out more. We'll give you first rate training, and travel and accommodation will be provided.



## All your favourite content online

Remember reading a story about a family's experience in this magazine, and wish you could find it and read it again? Now you can, as a wide selection of your stories are available on our new website.

In our new parenting and family life section you can also find lots of useful resources, advice and support on bringing up a deaf child, including tips and advice from other parents and professionals, how to manage emotional health and wellbeing, making sure your child gets the most out of leisure activities, hobbies and celebrations and knowing your child's rights. Have a browse at [www.ndcs.org.uk/parentingfamilylifemag](http://www.ndcs.org.uk/parentingfamilylifemag).

Please note, if it's your first time logging in to our new website, you'll need to register for a new account first. Registering is easy and will allow you to choose the information you'd like to receive from us.

# Comment

## How technology is making the arts more accessible

When I became profoundly deaf aged four, my life completely changed. But growing up in the 1960s and 70s, my parents told me over and over again that my deafness would never hold me back. They instilled in me the idea that whatever my friends and my family did – I could do too. Their aspirations for me were absolutely right but throughout my life there have been certain things that have been challenging.

Until the early 2000s, I could only go and see foreign films at the cinema because subtitles were unheard of for mainstream films. I love going to galleries, exhibitions and the theatre too, but captioned performances and British Sign Language tours are few and far between.

But this year there has been a new, major development in this area. The National Theatre has worked with technology companies to develop cutting-edge captioning glasses, so that every performance they put on can be accessible for deaf people who use captions.

I was blown away. You can adjust the size, the colour and the position of the text so the captions are easy to read. As you can move the captions so they appear over the actor speaking on stage, you don't miss a moment of the action craning your neck to read the captions on the opposite sides of the stage.

Whether it's going to a Christmas panto, studying Shakespeare at school, or taking your kids to see *War Horse*, I can't wait to see more theatres start to invest in this technology and hopefully cinemas will do so too.

Susan



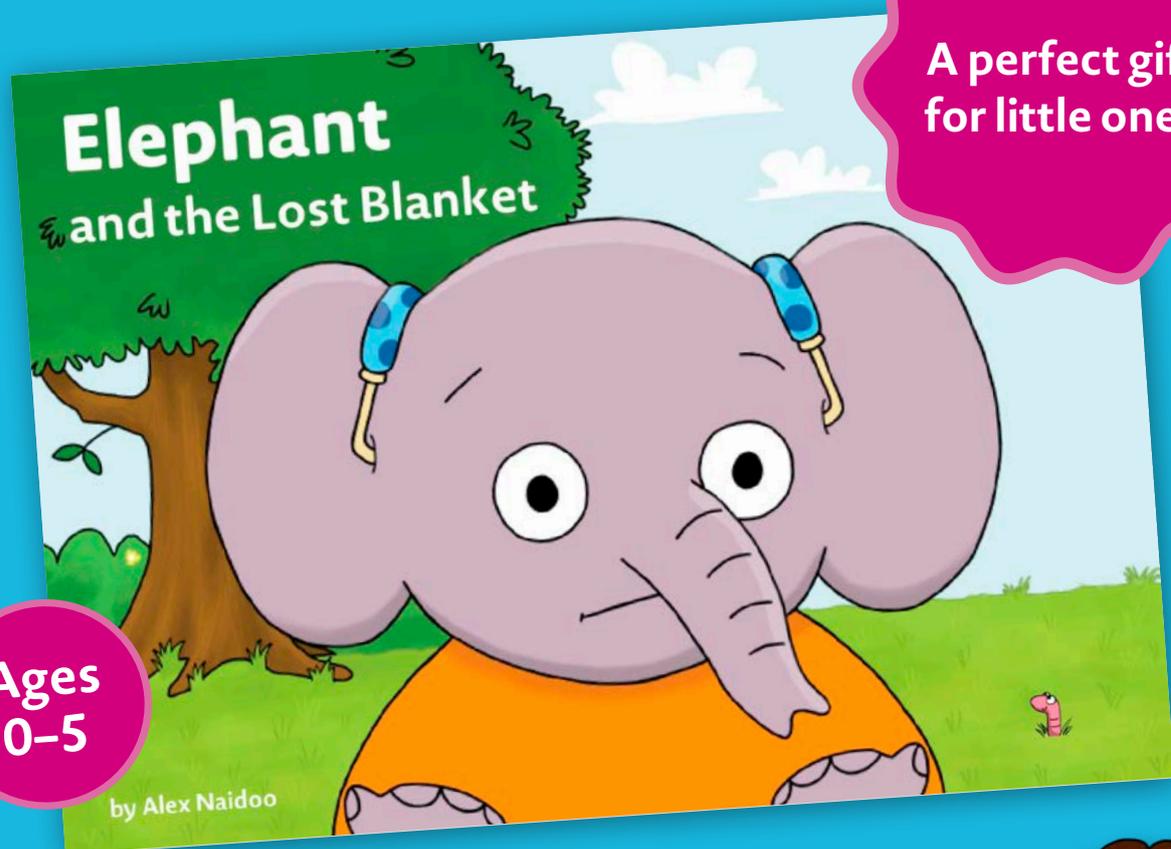
**Susan Daniels OBE**  
Chief Executive

# Our new children's book out now!

Elephant's special blue blanket is her favourite thing in the whole world. So when it goes missing in the park one day, she's desperate to find it. Elephant's friends help her search, but all is not as it seems...



A perfect gift  
for little ones



Ages  
0-5

by Alex Naidoo

→ Find out more at  
[www.ndcs.org.uk/elephant](http://www.ndcs.org.uk/elephant)  
Available to buy on Amazon



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

# SUPERSTARS



Ted had a cholesteatoma and now wears a bone-anchored hearing aid. He plays football once a week through Liverpool Football Club's Foundation programme, loves the sessions and recently won a trophy for most improved player. He was also chosen as a mascot for a Premier League game and it was the happiest day of his life.



**Lisa, mum to Ted (9) who has moderate to severe hearing loss.**

Spencer-Lee has been in and out of hospital since birth with different medical problems and was finally fitted with a cochlear implant two years ago. Despite missing so much school Spencer has just learned to write his name and start to read and we couldn't be prouder of him.



**Emma, mum to Spencer-Lee (5) who is severely to profoundly deaf.**

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

Renee loves dance but was falling behind before she got hearing aids about 12 months ago. She's now doing brilliantly, particularly in tap and ballet, and I think she should be recognised for how hard she works. She has the biggest heart and her personality is super.



**Farah, mum to Renee (6) who is mildly to moderately deaf.**

Jamie was recently nominated for a WellChild award for always being so positive and not allowing his medical needs to affect him. He had an amazing time at the awards and even had his photo taken with Prince Harry and Meghan. Since then Jamie has spent a lot of time in hospital, but has coped amazingly well.



**Thandi, mum to Jamie (11) who is profoundly deaf.**

I'd like to say a massive thank you to all the staff at Bourbon Meadow Academy and a special thanks to Sarah Jones, the school's Inclusion Manager and Special Educational Needs and Disability Coordinator. They have gone above and beyond to support Thomas – they've made his transition into school life a breeze and he's now thriving.



**Hannah, mum to Thomas (5) who has moderate hearing loss.**

Ava was bilaterally implanted at a year old and has never let her deafness stop her from having fun, trying new things and new sports. She nailed skiing in February half term, despite some struggles with her helmet not fitting and pushing her headpieces off. She got there in the end and loved it!



**Amanda, mum to Ava (7) who is profoundly deaf.**



Is your deaf child or someone in their lives 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](mailto:magazine@ndcs.org.uk).

# Sleeping isn't easy



## Raising Nancy

The ups and downs of parenting a deaf child

“...she could tell when I'd tiptoed out of the room... and she'd scream.



Jess and her husband Matt are parents to Alice (7) and twins Nancy and Connie (5). Nancy is profoundly deaf and was fitted with cochlear implants at 20 months.

### LAST WEEK WE STARTED A SLEEP STICKER CHART FOR

**NANCY.** If she doesn't call out for me during the night then she gets a sticker in the morning. Five stickers and she gets a special prize – a magazine or a cuddly toy from the charity shop, her choice. Each night I'm crossing my fingers that she doesn't wake. Come on Nancy, you can do it! Give us back some sanity!

Nancy has always been a terrible sleeper. I never knew whether it was because of her deafness, or whether we'd unwittingly developed bad habits in her.

After Nancy and Connie were born, we had a good year of sleepless nights. My mind was in a thick fog, constantly. Then Connie started sleeping better but Nancy didn't. She'd still wake five or six times in the night. She couldn't bear being without me. Her incredible visual sense meant she could tell when I'd tiptoed out of the room... and she'd scream.

I thought Nancy being fitted with hearing aids at 18 months would be the lightbulb moment. They would help her during the day so she'd sleep at night. Not a chance! Aged 20 months, Nancy had her cochlear implants fitted but was still waking up. When would it stop? Each night I'd read her a story, she'd snuggle under her duvet and I'd take off her processors, as I'd always done for safety reasons, in case she pulled them apart. She'd wake up an hour later, guaranteed. And the next hour. This time I blamed the implant surgery making Nancy uncomfortable. She couldn't always understand what I was saying to comfort her. Putting the light on so she could see my sign

language and facial expressions meant waking up Connie too!

Not for one moment had I thought Nancy was waking because she couldn't hear. When she got new processors aged three, I remember her saying, "Mummy, I like them, it sounds better," and from that day on Nancy wanted to keep them on at night. She was old enough to work out that if she kept them on she'd be able to hear. So I let her. I imagined Audiology wagging their finger at me but I didn't care – for the first time ever Nancy had her best night's sleep. Our voices downstairs, chairs scraping during dinner, the TV and cars driving past were all sounds that seemed to reassure her; so she fell asleep because of the noise, not its absence.

Now Nancy sleeps through most nights. Sometimes there's noise in the house and sometimes not but keeping her processors on at night gives her the control. A sticker chart works from time to time. Beaming, she runs down the stairs, pulls it off the fridge and slams on a sticker. At the end of last week she got a full house and bought an enormous purple bear! I look at that bear like it's a family trophy. Fingers crossed for this week! 🐻



For more information on deaf children and sleeping go to [www.ndcs.org.uk/sleepmag](http://www.ndcs.org.uk/sleepmag) and for parents' tips on how to help your child sleep visit [www.ndcs.org.uk/helpmychildslepmag](http://www.ndcs.org.uk/helpmychildslepmag).

# A step into the unknown of home education...

**MY GOODNESS!** Molly is now out of school and being home educated. When we left the small private school where she was being bullied, we moved to our local comprehensive with high hopes. They already had an older deaf girl there, we had the Teacher of the Deaf back on board and there was a lot of goodwill towards helping Molly. Sadly, however, it didn't work out.

Molly is a very sensitive child and this combined with the stresses that hearing loss brings proved too much for her. Socially she felt utterly adrift; the noise in the dinner hall being a huge challenge that got worse when they installed a TV playing the radio. She just couldn't follow conversations over lunch and found herself going to the room for kids needing learning support. There they were lovely, but Molly felt she didn't really fit in there either.

She'd come home utterly exhausted. The pace seemed so relentless. I felt sure she needed more support but the cash-strapped school couldn't afford to give her an educational psychologist report until next year.

Molly became more and more miserable. Getting her to school in the mornings was a terrible battle and it got to the point where I felt as if I was bullying her to get her to go. It just didn't feel right. So we took the huge leap and decided to home educate her.

Now I not only have a huge responsibility over me but I have a lot of organising to do. Molly will go to a couple of classes for home-educated kids (science and woodwork), she'll have a tutor for maths, I'll follow the Oak Meadow Steiner Waldorf Home School Curriculum with her at home

and two of my close friends are each having her one morning a week to do Spanish/trips out/current affairs and art/craft/cooking. She volunteers at the stables twice a week and goes to her drama group and Krav Maga self-defence class.

It's a full week but there isn't much in there that looks like a traditional school curriculum. We've had to let go of all ideas of 'keeping up' with school and instead are aiming to home educate Molly for a couple of years and really focus on building her self-confidence and healing her from some of the traumas and stresses from her school experiences. Then when she's 14 we might look at the 14-16-year-old college courses that are available round here which a lot of home-educated kids do.

I think Molly will find a college setting more manageable than a school one and we'll address the issue of GCSEs or other qualifications then. It's scary stepping away from the traditional route but thinking about my own education, I have many academic qualifications but what I've ended up doing as a beloved career has nothing to do with any of them. For now I know I'm on the right track because I have a happy and bright girl again. 📍



For more information on home education go to [www.ndcs.org.uk/homeeducationmag](http://www.ndcs.org.uk/homeeducationmag).

To find out more about tiredness in deaf children see [www.ndcs.org.uk/tiredmag](http://www.ndcs.org.uk/tiredmag).

## Raising Molly

Navigating between the deaf and hearing worlds

“She'd come home utterly exhausted.”



Lara and her husband Henry are parents to Conrad (15), Molly (12) and Faye (8). Molly is moderately deaf and Faye has intermittent glue ear.



# Building confidence

**Many parents feel lost and alone when they discover their child is deaf and are unsure where to get support. When Lily (4) was diagnosed, Monika faced extra challenges as English isn't her first language.**



**Lily's story**  
how her parents found information with English as a second language

**MONIKA SAT WITH HER TWO-WEEK-OLD BABY LILY ON HER LAP**, fighting back tears as she heard the doctor's words. Lily was profoundly deaf in her right ear, borderline-severe in her left ear. "We felt so alone," says Monika, who along with husband Michal is originally from Poland. "I felt sad, lonely and confused. I knew nothing about deafness or what Lily's needs would be."

For Monika, who speaks English as a second language, understanding and finding out information was more challenging than for most parents. She was also very shy, which made it harder still being catapulted into a constant round of hospital visits and hearing tests, talking to professionals, making calls and chasing appointments.

"It was scary," says Monika. "I dread speaking on the phone or being in groups of people. And I was afraid of failing to do my best for our child because of my fears."

With Michal working hard to support them, Monika had to deal with Lily's care by herself. It was a lonely, uphill struggle. Lily had hearing aids at five weeks old and at nine months she was referred to the cochlear implant programme and they began doing various tests.

At 14 months Lily's hearing worsened and Monika watched as she became withdrawn, no longer joining in activities. "Her personality changed completely," says Monika. "It broke my heart to see her hide in the corner. We had four Teachers of the Deaf (ToD) over time, all were great. One pushed the hospital for more hearing tests. Another told me about the National Deaf Children's Society and another encouraged me to take Lily to playgroup – to build her confidence and mine."

**I felt sad, lonely and confused. I knew nothing about deafness or what her needs would be.**

Lily became more confident and sociable and Monika grew confident enough to go on one of our newly identified weekends. "Wow, if only I'd known earlier," she says. "There was a really kind atmosphere there – staff were like family, the other parents too. One session leader spotted me hiding in a corner, came and chatted and then brought others to talk to me.

"The most amazing thing was that we parents could be



## “ We feel full of hope for her future now.”

totally honest about everything. No one judges you. We were told you have to put yourself in the heart of the deaf child and imagine how it is to be them so you can think what they need. The event was so useful; everything I should've known from the beginning – and I'd found it when Lily was 21 months! It changed my life and built my confidence so strongly.”

After talking to other mums there, Monika decided to push for cochlear implants – but, after all the tests, at 22 months old Lily was refused as she was slightly under criteria. The mums also told Monika about The Elizabeth Foundation, a charity that helps deaf children from babies to pre-schoolers learn to listen and talk. “I joined their Let's Listen and Talk interactive online home learning programme,” says Monika. “It was so helpful – you move through all the stages of listening and language development and learn as a family.

“Michal was often at work when we had visits from professionals or appointments so he wasn't able to get information first-hand. However with this, the whole family could take part when, and as, we could. As English isn't my first language, it was nice to be able to read and reread information to understand it. Throughout each lesson, I could video call someone at The Elizabeth Foundation to ask questions about the lessons and Lily's progress. Every time I opened my laptop, I felt like someone was sitting with me, supporting me – and it was only £10 per month.”

At 32 months old, Lily got cochlear implants and they noticed a difference. They could see her starting to listen and respond, still using her sign language which the ToD had taught them, but trying to learn speech too.

Now Lily spends two days a week at The Elizabeth Foundation and two days at a mainstream pre-school. “I worried about mainstream as I've seen from other parents that some aren't supportive, but here they do an amazing

job and go out of their way to find out how to support Lily,” says Monika.

“We're starting to get back our happy, bubbly child again. She loves crafts and messy play, is sociable and has a great sense of humour. We feel full of hope for her future now.

“I'd say to any parent of a deaf child, there are three golden assets you can benefit from. First, your ToD. The weekly visit was a big support when Lily was young. My ToD said always ask the same questions of everyone, as views are different among professionals, and push to get the next appointment. Second, the National Deaf Children's Society – they've given us so much, from the newly identified weekend to their website, *Families* magazine and the printable guidelines on what to look for in a pre-school. Third, The Elizabeth Foundation's Let's Listen and Talk, it's such a valuable resource.

“During our four-year journey, I've found even British parents didn't know where to find information. I've had extra challenges not having English as a first language, as well as my shyness.

“I wish I'd known about these things from the beginning. I didn't have good basics as the parent of a deaf child then. That's why I want every other parent to know.” 



To find a weekend event for newly diagnosed families visit [www.ndcs.org.uk/events](http://www.ndcs.org.uk/events).

To find out about The Elizabeth Foundation's Let's Listen and Talk programme see [www.letslistenandtalk.org](http://www.letslistenandtalk.org).

You can share our resource for deaf children who use English as an additional language with professionals working with your child. Find it at [www.ndcs.org.uk/ealmag](http://www.ndcs.org.uk/ealmag).

## Your summer checklist

### Flying with glue ear

If you're going abroad on holiday this year and your child has glue ear, you might be worried about them flying. We have advice on ways you can help make flying more comfortable for them, but make sure you visit your GP beforehand if you still have concerns about taking your child on a plane.

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

### Storytelling with Family Sign Language

Family Sign Language (FSL) is a great introduction to using British Sign Language (BSL) for you and your family that everyone can get involved in! Story time is a fun way to introduce your child to new and exciting worlds that help them develop their concentration and imagination as well as introducing them to new vocabulary. We've got tips and videos on how to tell stories using FSL, involving your child in storytelling, being creative with stories and choosing books.

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

### Swimming tips from parents

Learning to swim can be a big challenge for any child – especially if they're deaf and need to remove their hearing aids or cochlear implant processors. Swimming pools can also be noisy which makes communication difficult. However, by making simple changes your child can learn to swim safely and have fun in the water. We asked parents of deaf children to share their top tips at

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





# Level playing field

Daisy (10) is moderately deaf and has struggled with low confidence and self-esteem. A series of achievements in football as well as moving to a more supportive school have helped her believe in herself again.



**Daisy's story** how her football achievements have made her feel more confident



**...they automatically use hand gestures with all the team.**

**DAISY IS A TALENTED YOUNG SPORTSPERSON WITH AN IMPRESSIVE SET OF ACHIEVEMENTS** not only in her favourite sport of football, but also in cross country, hockey and swimming. But a few years ago, Daisy wasn't in a happy place. She felt under-valued at school and was suffering from a severe lack of self-confidence. "She told me that she felt 'worthless'," remembers mum Tracy-anne. "She was actually non-verbal at her old school."

Daisy wasn't diagnosed as deaf until she was four and it was a battle for Tracy-anne to get the diagnosis at all. Although there were some complications during her birth, Daisy was fine as a baby except for not sleeping for more than 10-30 minutes at a time. "I'd been saying to the health visitors that she can't talk and I don't think she can hear," says Tracy-anne. "And they kept saying, 'It's just development; she'll be fine.' Eventually, because of the sleep issues, I contacted The Children's Sleep Charity and we got admitted to Sheffield Children's Hospital. They confirmed she was suffering from severe sleep apnoea, meaning she was stopping breathing 20 times per night." While under their care, Tracy-anne mentioned her concerns about Daisy's hearing and they tested her right away and confirmed she was moderately deaf.

Because of the late diagnosis and the fact that she has a high palate, Daisy's speech remained behind her peers, causing her anxiety. "When Daisy was in reception she had speech and language therapy every day, but when the cuts came in, we lost everything," remembers Tracy-anne. "School had to start funding things and soon enough there was no more speech and language therapy."

One positive to come from Daisy being at that school was her introduction to football, when a football coach came to give a session. "They talked her in to having a go," says Tracy-anne.



“She really struggles with self-esteem, even when she’s successful.”

“They came to see me afterwards, saying Daisy wouldn’t tell them which team she plays with. I said, ‘She’s never played football in her life.’ They said she was unbelievable.”

This led Daisy to start playing football regularly, playing in a few different clubs before being signed by a local football club last summer. It’s a mainstream club but with a few small adaptations, she gets along just fine. “Her coaches wear a radio aid,” Tracy-anne explains. “They always make sure she knows exactly what’s going on. They don’t sign and we’ve never brought up the subject of signing but they automatically use hand gestures with all the team.” Daisy’s swimming and hockey clubs are also inclusive. “At swimming galas, because she doesn’t hear the pistol fire, one of the coaches crouches down and taps her leg,” says Tracy-anne.

Tracy-anne believes that being involved in football has helped Daisy’s confidence. “When she’s on the football pitch she feels she’s on a very level playing field; she knows she’s as good as the others. I think she feels like she’s got something to prove so she always tries that little bit harder. Because her speech isn’t great, she thinks people think she’s stupid. But in a lot of respects, that’s what pushes and motivates her.”

Due to her hard work at football, many opportunities have opened up for Daisy. She’s involved with Manchester City Football Club and has been a mascot for the women’s and deaf women’s teams. Stephanie Houghton, women’s captain of Manchester City and England was kind enough to send Daisy a video message before her 10th birthday. “She said, ‘I know it’s your birthday next week; you’re coming to have a party and we can’t wait to see you,’” says Tracy-anne. Daisy has also been a mascot for England Deaf Men’s Football Team.

Daisy has made a great connection in Claire Stancliffe, captain of England Deaf Women’s Football Team.

“When it was the Deaflympics we started following the deaf women’s football matches and I bought Daisy the football kit,” remembers Tracy-anne. “I took a picture of her posing in it and tweeted it to Claire. She tweeted that she wanted to send Daisy something and we received a package containing her captain’s armband, signed, and a photo and letter. She’s kept in touch too.” Through Claire, Daisy was offered an opportunity to feature in *She Kicks* magazine.

But while Daisy was excelling at football, she was still having issues with confidence. “She’s actually very shy,” says Tracy-anne. “She really struggles with self-esteem, even when she’s successful.” Tracy-anne puts a lot of these issues down to Daisy’s school and their attitude towards her deafness. “They refused to use her radio aid or engage with her Teacher of the Deaf,” she explains. So, in late 2017, Tracy-anne took the difficult decision to move Daisy to a different school. With the support of her new headteacher, Daisy’s confidence has come on leaps and bounds and she has taken on many new activities. “The new school has changed her life,” smiles Tracy-anne. “She has started cross country running and hockey, she does drama, plays piano and sings in the choir. Two weeks after starting, she sang a solo.”

Unsurprisingly, Daisy’s ambition is to become a professional footballer. “She wants to play for England, or Manchester City,” says Tracy-anne. Daisy’s parents are just happy that she has something that makes her so happy. “As time’s gone on and we’ve realised she’s quite good, we’ve got more supportive,” adds Tracy-anne. <sup>1</sup>



For more information about making football deaf-friendly and taking part in competitive football have a look at [www.ndcs.org.uk/footballmag](http://www.ndcs.org.uk/footballmag).

## Your summer checklist



### Top 10 cycling tips



Learning to ride a bike can be a challenge for all children, but a deaf child may also face communication

barriers and balance difficulties. However, with a few adjustments and the right equipment your child can master cycling safely and confidently. We asked parents of deaf children to share their top tips at [www.ndcs.org.uk/cyclingmag](http://www.ndcs.org.uk/cyclingmag).



### How to communicate with deaf children

With the help of a group of deaf young people, we’ve updated our popular flyer *Communicating with Deaf Children*. It has the tips that adults should follow when trying to communicate with a deaf child. It’s really useful to give to people who are caring for your child, like sports coaches, holiday club leaders or relatives and friends who don’t see your child very often – so keep a couple handy to pass on. Available to download from [www.ndcs.org.uk/communicationflyermag](http://www.ndcs.org.uk/communicationflyermag) or order from our Helpline.



### Join the National Network for Parent Carer Forums (NNPCF)

The NNPCF connects families, shares information about local services and regularly contributes to service consultations for children with special educational needs and disabilities. The NNPCF want as many parents and carers as possible to be involved so that deaf children’s voices can be heard. To find out more and get involved, visit [www.nnpf.org.uk](http://www.nnpf.org.uk).



# Raising deaf awareness

When Cobie (13) had a hard time settling in at secondary school due to a lack of deaf awareness he took matters into his own hands by educating staff and pupils on how to communicate with him better.



**Cobie's story**  
how he educated his school on deaf awareness



“ He found his new school overwhelming and very noisy.”

**MUM LEISA WAS SURPRISED** when her eight-week-old baby, Cobie, was diagnosed as severely deaf. “I had no prior experience of deafness and thought maybe I’d done something wrong during pregnancy or something had happened during birth,” she remembers. “But it was just one of those things that happens that there are no explanations for.”

Although she describes those early days as a ‘learning curve’, she was lucky to receive excellent support from their local hearing support service. At primary school, Cobie’s experiences were also overwhelmingly positive and he had the benefit of a one-to-one teaching assistant who supported him to use a radio aid. When the time came to choose a secondary school, the family chose one where the majority of Cobie’s friends were going. “The Teacher of the Deaf (ToD) continued,” adds Leisa. “We thought the continuation would help, being that it’s such a big jump.”

But moving from a school of 300 pupils to one of 1,600 was challenging for Cobie and problems started to arise. “He found his new school overwhelming; very noisy,” explains Leisa. “When they had to come out at the end of the day and find the bus, he kept panicking. He couldn’t find the bus and he’d call us and I’d have to go and get him. He found asking people for directions difficult because they’d talk as they’d walk or while looking away.”

Cobie even experienced negative attitudes from some of the other children. “The geography classrooms are outdoor Portakabins,” says Leisa. “If it’s bad rain Cobie’s allowed to go straight in because his hearing aids would get wet if he stood outside. He got picked on because the children would say: ‘Why should you be allowed to go in? Why should you have special treatment?’”



“Once Cobie was able to say what it was like to be deaf, they listened.”

Cobie didn't like to feel different and hated the unwelcome attention, for example because of his radio aid. "When he'd put it on people would look at him and ask questions," says Leisa. "The teacher would have to put it on and then Cobie would have to put it on the desk when he left. It was making a bit of a show of him."

All this was stressful for Cobie and he started to become unwell. "He gets abdominal migraines," says Leisa. "It's like a migraine but children get it in their stomach. They think it was brought on by stress." At one point, Cobie was having to come home from school fairly regularly with migraines and headaches. "I also had his PE teacher phone me one day saying he was concerned because PE was Cobie's thing, yet he wasn't wanting to do it. I spoke to Cobie and it came out that the other children were shouting at him to do things and because he wasn't hearing, he wasn't doing them. Therefore, they were having a go at him," Leisa says.

It was time for something to be done. A meeting took place between Cobie, his ToD and his mentor (a deaf sixth form pupil) where they decided he would do a presentation about deaf awareness. "Because he was getting picked on by certain boys, they asked him if he'd like to do a presentation to some children that he trusted," says Leisa. "I helped him put the presentation together and we went for a meeting at school and discussed it." Cobie explains, "I wanted to help my friends and staff understand what it's like to be deaf and what they can do to help me."

Presenting to a group of his peers was a positive experience for Cobie. "A couple of his friends actually changed and did a few of the things he had said would help," says Leisa. This gave Cobie the confidence to present to his teachers, which he did with another girl in school who is deaf. "They understood more because it was him telling them and not just the ToD. She had done training with them

but they didn't take any of it on-board," says Leisa. "But once Cobie was able to say what it was like to be deaf, they listened."

While there are still sometimes issues for Cobie at school, life is generally a lot easier since his presentation. One important change is that Cobie now has an exit card so he can leave the room if it's too noisy. His stress levels have reduced and the migraines are much less frequent. "It's all about awareness," says Leisa. "Once they understand, the bullying stops. There are still children that are nasty – usually they say things without thinking, but it stills hurts. He has periods when it gets him down but generally at the moment school is going OK."

Another positive to come from Cobie doing his presentation is that he received a headteacher's commendation certificate for it. "I felt really good because I knew that someone had told her what I'd done," says Cobie.

What Cobie did is an excellent example of how to face up to challenges and he has some brilliant advice for other deaf children going through similar things: "Don't let your deafness affect you and if anyone asks about it or about why you have hearing aids or a radio aid, just explain it," he says. "Most people accept it once they understand it." 



We have deaf awareness tips at [www.ndcs.org.uk/deafawarenesstipsmag](http://www.ndcs.org.uk/deafawarenesstipsmag).

Most deaf children enjoy their time at school but if you have concerns about bullying you can find out more at [www.ndcs.org.uk/bullyingguidesmag](http://www.ndcs.org.uk/bullyingguidesmag).

For advice on choosing a secondary school, go to [www.ndcs.org.uk/choosingaschoolmag](http://www.ndcs.org.uk/choosingaschoolmag).

Your summer checklist



Mental health matters

Deaf young people need to learn about tools and techniques to help them look after their mental health, just as they do for their physical health. This can include how to cope with stress, what to do if they're feeling depressed or anxious, how to build confidence and self-esteem and where to find help if they're self-harming. YoungMinds has lots of information at [www.youngminds.org.uk](http://www.youngminds.org.uk) and a parents' helpline. Your child can also chat with a counsellor via a British Sign Language (BSL) interpreter with Childline's Deaf Zone at [www.childline.org.uk/deafzone](http://www.childline.org.uk/deafzone).



Out and about this summer

All museums, galleries and entertainment venues (such as theatres or cinemas) should provide systems to help deaf young people communicate with staff and access the exhibitions, shows or screenings. They should give details both in the venue and on their website, so check in case you need to arrange this support in advance. For information on products and technologies that might be helpful visit [www.ndcs.org.uk/entertainmenttechmag](http://www.ndcs.org.uk/entertainmenttechmag).



Hello, I'm deaf!

We've created a handy card to keep in a young person's wallet or pocket. It explains what they need from others to be able to communicate with them and it can be used in lots of situations, such as medical appointments, talking to someone in a shop or going to a restaurant. The young person can tick the tips that apply to them, such as 'I need you to face me' and add in their own. Download it from [www.ndcs.org.uk/helloimdeafcardmag](http://www.ndcs.org.uk/helloimdeafcardmag).



# Shining example

Georgia (15) visited Malawi hoping to reassure other families with a child about to have a cochlear implant operation.



**Georgia's story** why she visited Malawi to meet other families with a deaf child



**They were absolutely thrilled that somebody who was profoundly deaf could hear as well as that.**

**WHEN PARENTS SAM AND KEVIN ATTENDED A LOCAL FUNDRAISING DINNER**, they had no idea it would result in a life-changing trip for their daughter.

"We spoke to some doctors who told us they'd been going out to Malawi to train African doctors to do cochlear implant operations on children," explains Sam. "Most of the children weren't born deaf but lost their hearing due to illness. Not being able to hear means they'd struggle to get an education or have a job so having the implants is incredible for them. When we told Georgia, she wanted to go out to visit families with a child about to have the operation to tell them what she had achieved with cochlear implants."

Georgia was ten months old when she was diagnosed as profoundly deaf. "She completely fooled us. We didn't know she was deaf at all," remembers Sam. It was only when Georgia failed a distraction test that Sam and Kevin took her to their local hearing and balance centre where more tests confirmed that she couldn't hear. "I was never upset for us but I was absolutely heartbroken for Georgia. We're a big, noisy family and we love music and parties," says Sam.

The family took the approach of trying everything to see what worked for them. Georgia had her first cochlear implant when she was two years old and a second at five, and the family also learned sign language. "It meant we could give Georgia lots of different inputs. For instance, I could say the word cat, draw a picture of a cat, show her a cat and do the sign for cat. She soon started to speak because she'd got all the tools," Sam says. "She's always been able to communicate; she's never been frustrated."



**The parents were so moved because they could see that she can chat away to adults and is confident.**

As her speech developed, Georgia dropped the signing and now just uses it when her processors are off, like for swimming, or in a particularly noisy situation. She also now chooses only to wear her first implant, on her right side. “The left one gives me different sound levels and I can’t hear as clearly with it,” she says. “I prefer just wearing one, although I sometimes struggle with the direction of sound.”

Currently doing GCSEs, Georgia has a successful school life. “I have teaching assistants. They repeat what the teacher says for me and tell me, in the simplest way, how to do the work. I generally know what I’m doing but it helps me to feel confident,” she says. “I have amazing friends who really understand and help me. The canteen can be loud but we always sit on a round table so I can see everybody. I tell them if it’s too noisy and I’m not really understanding what’s going on, then we go and sit in front of the gym as it’s quieter.”

Sam and Georgia travelled to Malawi last October and met four families with a deaf child who was due to have a cochlear implant operation that week. “The youngest was around seven and the oldest about 18. On the first day they were talking through the procedure and the advantages and disadvantages. Then I did a presentation about my life,” says Georgia. “The children all wanted to see me and have a photo with me. They all wanted to speak to me about my life, about them going deaf and what their challenges were.”

“The idea was to give the parents more confidence in what their child was about to go through,” says Sam. “Georgia told them that she can hear her teachers, chat to her family and communicate with anybody. She loves music, watching TV and being out with friends. She can hear traffic and feels safe. They were absolutely thrilled that somebody who was profoundly deaf could hear as well as that.”

Georgia and Sam packed a lot into their 10-day trip, also having a tour of the hospital and visiting an orphanage, three deaf schools and a mainstream school to see a boy with a cochlear implant. “He was doing amazingly, even in a class of 170!” says Sam.

“The whole trip was an incredible, emotional experience. My favourite part was meeting everyone, and getting to know them,” says Georgia. “The trip made me realise that I’m confident not only in myself, but my surroundings, whether that’s jobs, school or making new friends and I know there are people going through far worse situations. It motivates me to do the best I can.”

Malawi isn’t the first time Georgia has been able to reassure other families with a deaf child. Sam is Chair of their local deaf children’s society so Georgia often meets families with newly diagnosed deaf children. “Georgia recently came with me to an event we held for 13 families. The parents were so moved because they could see that she can chat away to adults and is confident. They were really very emotional.”

After her GCSEs this summer, Georgia plans to stay on at school for sixth form, pursue her passion for photography and learn to drive. She also sees more travel in her future. “Travelling is my biggest dream. I love seeing different cultures and people,” she says. “And after Malawi I now want to help people in every way I can. I’m not going to take anything for granted.”



To find out more about cochlear implants, see [www.ndcs.org.uk/cochlearimplantsmag](http://www.ndcs.org.uk/cochlearimplantsmag). To find your nearest local support group go to [www.ndcs.org.uk/localgroupsmag](http://www.ndcs.org.uk/localgroupsmag).

**Your summer checklist**

**✓ Top travel tips**

Whether they’re going away for a week with friends during the school or college holidays or having a gap year, travelling is a fantastic way for a deaf young person to explore the world, make new friends and increase their independence. Being deaf means there may be some challenges but it shouldn’t stop their adventures! Read our tips at [www.ndcs.org.uk/travelmag](http://www.ndcs.org.uk/travelmag).

**✓ Our favourite deaf blogs**

Is your son or daughter a budding blogger? Or perhaps they’d like to follow a blog but don’t know which one to choose? We’ve rounded up our favourite deaf blogs on the Buzz website to get them started, whether they’re looking for inspiration for their own blog posts or want some ideas on what to read next. [www.buzz.org.uk/favorite-deaf-blogs](http://www.buzz.org.uk/favorite-deaf-blogs)

**✓ Personal Independence Payment (PIP)**



PIP is a disability benefit for people aged 16 or over who have a disability that means they have difficulty

with daily living or getting around. It replaces Disability Living Allowance (DLA) from the age of 16. PIP isn’t affected by any other money your child may have and can be claimed whether or not they’re working or studying. To find out more visit [www.ndcs.org.uk/pipmag](http://www.ndcs.org.uk/pipmag). We also have information for young people on our Buzz website at [www.buzz.org.uk/what-is-pip](http://www.buzz.org.uk/what-is-pip).



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

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

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

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

Find out more at  
[www.ndcs.org.uk/  
awesomeadventures](http://www.ndcs.org.uk/awesomeadventures)

Available on Amazon





# The key to independence



Megan (20), who is profoundly deaf, found learning to drive a challenge but reaped the rewards once she'd passed her test.



**Megan's story**  
how she learned to drive



**Megan was excited about learning to drive and never saw being deaf as an obstacle.**

**DRIVING THE ONE-HOUR JOURNEY FROM HER FAMILY HOME BACK TO UNIVERSITY**, no one would know that Megan found learning to drive any more difficult than the person pulled up next to her at the traffic lights. But as someone who relies mostly on lip-reading, there were quite a few challenges she had to overcome.

Megan's parents found out she was deaf when she turned two years old and she had cochlear implants fitted at six and nine. She went to mainstream school and was the only deaf pupil there at first, although others joined later. "My parents wanted me to have the same life experiences as other children and wanted to see how I would cope in mainstream school," Megan says. "I had a learning support assistant all through primary school and it was a very personal, small school. In high school gradually I had less and less support because independence is very important to me."

Even before turning 17, Megan was excited about learning to drive and never saw being deaf as an obstacle. "I've always wanted to learn to drive because I wanted to get myself to and from school. You're independent when you can drive, you can get anywhere you want," she says.

At 17, Megan was recommended a local instructor by her friend and quickly booked in lessons. Her family were nervous but felt confident she was safe with the instructor. "I told him I was deaf and we spoke about ways he could help me," Megan says. "I was most worried about him talking while I was driving. It's difficult because obviously I wanted to focus on the road so I did have to ask him to repeat himself a lot. It was a case of him speaking slowly and clearly. ▶



**I don't sign usually but I found that signs for left and right, roundabout exits and emergency stops were useful.**

► “In the first lesson he taught me how to start and stop the car and talked about ways of changing gears. Obviously I can't hear the revs to know when to change them so he taught me to use the miles per hour instead. It took me a while to grasp that. We also came up with and used some signs in the lessons. I don't sign usually but I found that signs for left and right, roundabout exits and emergency stops were useful.”

Megan had lessons for nearly a year but regularly practised with her grandad too. “My driving lessons were so tiring, that was probably the biggest challenge for me,” she says. “I didn't book them on school days because I would be too tired. When I came back I was exhausted because I was learning a lot and having to concentrate harder on hearing because I wasn't lip-reading. I had to make sure I got a good night's sleep before and the rest of the day I would just chill and watch TV.”

When it was time to book her theory test, Megan asked the centre for some adjustments. “They said I could have my own room and a lady to read out the questions to me but they didn't do subtitles,” Megan explains. “It was annoying that the hazard perception part of the test didn't have subtitles as this would have made me feel more independent. But the lady explained the test to me before it began. It felt useful and comforting to have her there.”

After passing her theory test the second time round, Megan was ready to take her practical test. Her instructor rang up and booked it for her and Megan requested a female examiner with a clear voice as this is who she hears best.

“I got an old man which wasn't very good because his voice was quite raspy,” Megan says.

**I was really happy, I rang up half my family to tell them I'd passed.**



**YOUNG PEOPLE 19-25**



"I struggled to hear his voice but I just kept driving well and asked him to repeat himself. Luckily it doesn't matter if you go the wrong way in the test, as long as you do it safely. They had said the instructor could come in the car with me but I felt too nervous."

But Megan didn't need to worry, she passed first time with just one minor! "I was really happy, I rang up half my family to tell them I'd passed," she beams. "Everyone was very happy for me!"

After passing, it was time to take to the road on her own and she was almost as nervous then as when taking the test! "It was really scary going out driving for the first time on my own," Megan says. "It was exciting though, you're really a grown-up now."

Now Megan loves driving but

there are still a few challenges in the car. "It's difficult for me to have conversations while I'm driving, especially when I've got the heating or radio on," she explains. "If I have my friends sitting in the back, I can't hear them."

Now she's moved to university, Megan drives the one-hour journey home nearly every weekend. "All through my life I knew I wanted to go to university to do Child Studies," Megan says. "I might go into teaching but I think it will be hard with my deafness and tiredness. I'm not going to let that stop me though."

"I would say to other deaf young people, you can do everything everyone else can do, learn to drive, be a teacher. You just need a little bit of help along the way." 

 To hear other stories about learning to drive, visit [www.ndcs.org.uk/driving](http://www.ndcs.org.uk/driving).

For more information about driving lessons, 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](http://www.disabilitydrivinginstructors.com/driving-advice/hearing-difficulties).

## Your summer checklist

### Disabled Students' Allowances (DSAs)

If your son or daughter is starting university in the autumn they could be entitled to DSAs to support their learning. Students can use DSAs to pay for communication support, such as interpreters or notetakers, and specialist equipment, such as radio aids, which can make a real difference to their success on their chosen course. For information on eligibility and how to apply visit [www.ndcs.org.uk/dsamag](http://www.ndcs.org.uk/dsamag).

### Entering the world of work

Starting out in your first job can be a nerve-wracking experience. If you're deaf, there can be extra challenges around communication and accessibility. Our booklet for employers, *Breaking the Sound Barrier*, shares tips on how they can make sure their recruitment process and workplace are as fair and accessible for deaf people as possible. [www.ndcs.org.uk/breakingsoundbarriermag](http://www.ndcs.org.uk/breakingsoundbarriermag)

### Technology for music and TV

 Streamers are one of many ways deaf young people can listen to music or the TV. They work by wirelessly linking a hearing aid or cochlear implant to a sound source. As well as using a streamer to listen to music, you can link it to a mobile phone so that it can be used with apps – a maps app will give the directions straight into the aid or implant. Watch our video of deaf young people sharing how they like to listen to music and the TV at [www.youtube.com/ndcswebteam](http://www.youtube.com/ndcswebteam) (search for 'TV and music').



Tear out these pages, give them to you

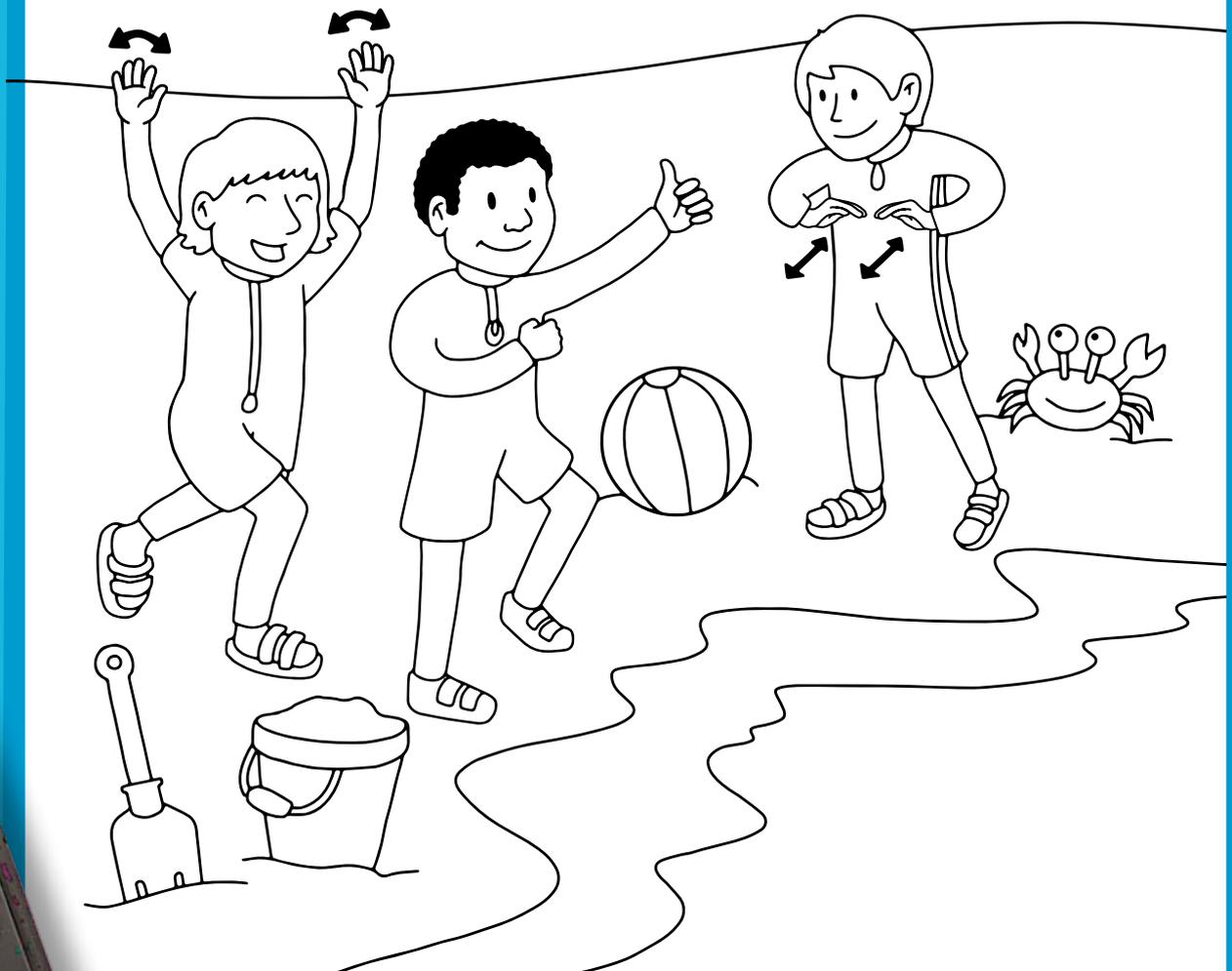


**W**elcome to  
Scribble Club,  
our activity  
section for deaf children  
just like you.



**Colour in**

# BEACH



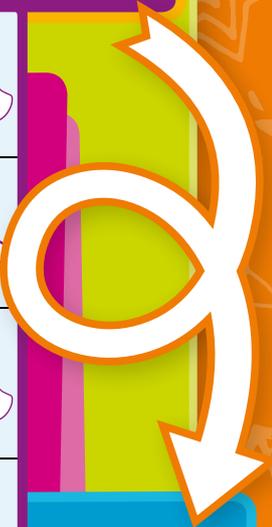
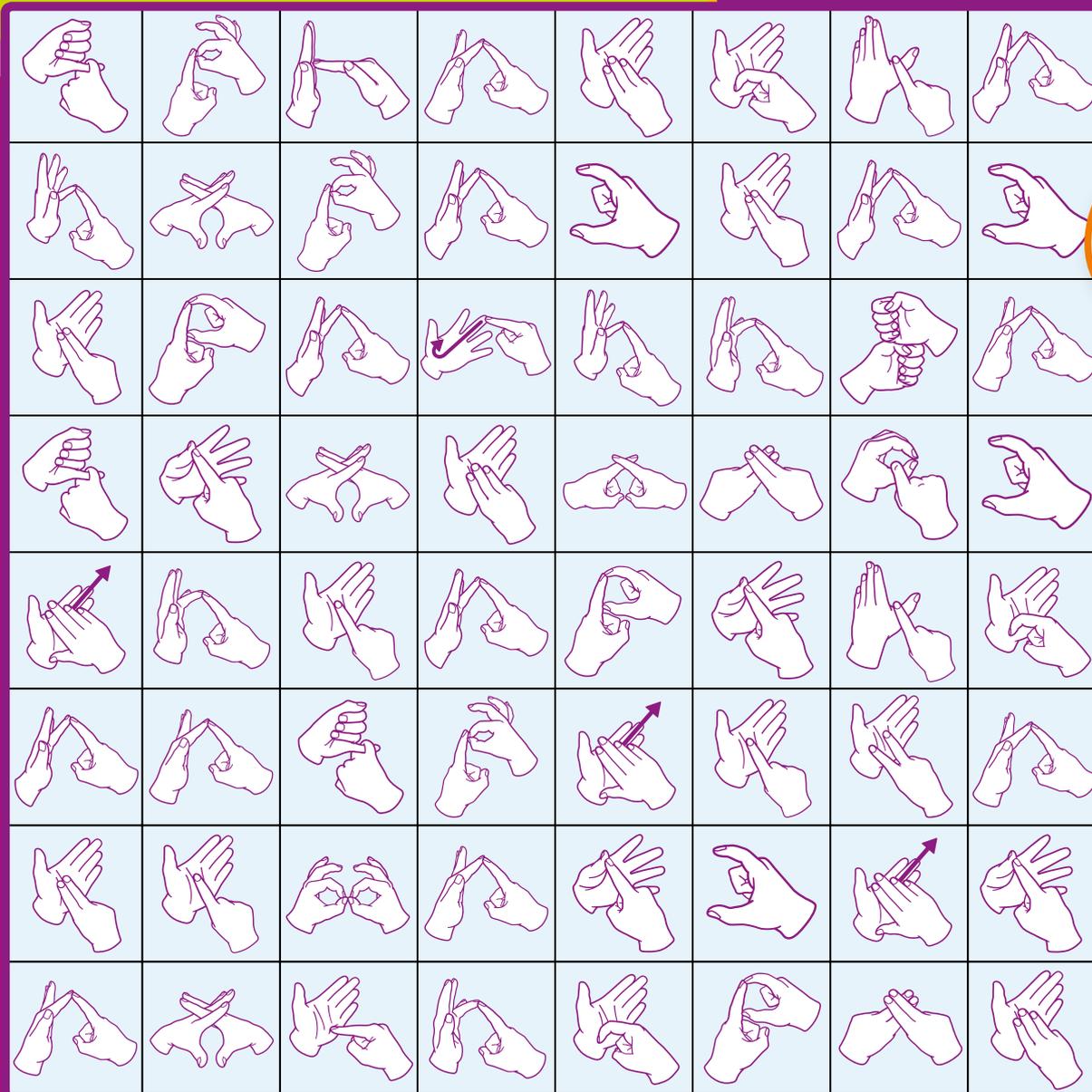
Colour in this picture of the children at the beach.  
Do you know what they are signing to each other?



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

# Fingerspelling wordsearch

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



SUNSHINE

HOLIDAY

BEACH

ICE CREAM

SWIM

PICNIC

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



# How do I...

## share toys and activities with my child?

Playtime is important for children to learn and have fun. But sometimes it can be challenging to make sure your deaf child gets the most out of sharing toys and activities with you. Below, parents give us their tips and ideas for playing with their child.

**“ Everyone can enjoy playing with musical instruments as they can feel the vibration.**



**Maria is mum to Grace (10) who is moderately deaf and wears hearing aids.**

Grace recently showed a keen interest in yoga so I took her to a class for parents and children. She loved it because it was quiet and relaxing and didn't rely much on sound. She was able to easily follow the body movements of the instructor. Grace is very flexible and loved the fact that she was better than most of the adults there! It has really helped to build her confidence in her own abilities. We have a laugh together at yoga as some of the positions are a bit tricky for me. Grace helps me and frequently corrects my posture and position. She knows all of the

technical names for the moves. She takes great pride in her knowledge and this also increases her confidence. I often hear her talking about yoga to her friends.

Whichever activity we choose to do together, I always listen intently to what Grace is saying and relay back to her what I've heard. I feel it's extremely important for her voice, wishes and feelings to be heard as she often feels excluded by other children.

Grace also plays the piano which helps her to relax. She enjoys feeling the sounds rather than relying too heavily on hearing. She loves it because she can take her hearing aids out and still participate without it affecting her ability to play.



Grace

➔ For more playtime tips and ideas, visit [www.ndcs.org.uk/playmag](http://www.ndcs.org.uk/playmag).

Our events for families with newly diagnosed deaf children aged 0–2 include a session on early years play. Find an event near you at [www.ndcs.org.uk/familyeventsmag](http://www.ndcs.org.uk/familyeventsmag).

**Katerina is mum to Marina (5) who is severely deaf and wears hearing aids.**

Marina has enjoyed reading books together a lot lately. She wants to sign the story, pretending she's a British Sign Language (BSL) interpreter! She learns BSL at school and loves communicating with me in this way; she says it's our secret language from her dad who can't sign!



Marina

She also loves playing board games and making food with playdough. A good educational game I've found is 'Match and Spell' as the little ones play and learn letters and phonics too. It's helped Marina a lot with her reading as she was struggling with it before. For parents with younger children, it's nice to play with musical instruments too, pretending to be in a music band. Everyone can enjoy playing with musical instruments as they can feel the vibration.

**Emma is mum to Joe (3) who is profoundly deaf and has a cochlear implant.**

We use the same toys and games we've had for Joe's older brothers but try to be clearer with teaching vocabulary while playing. Lots of our games have also come from our Teacher of the Deaf but are still fun to play ourselves or with Joe's brothers.

We use playdough, naming the cutters, colours and shapes. We do the same when painting and colouring. Recently we've used worksheets from Twinkl (a website producing educational materials) and playdough to make faces to talk about emotions. We also use toy foods and tea sets with teddies to have picnics, increasing the number of food items we have (e.g. a cake and a banana) and linking two ideas together for Joe



Joe

(e.g. 'give cow a carrot') to help develop listening skills.

We play with musical instruments, trying to identify which instrument was played, and we hide various toys around the room and then try to find them, to practise words such as 'under', 'behind' and 'in'.

We've used outdoor games like obstacle courses before too. Even playing in the park helps to practise verbs like 'run', 'hop', 'jump', 'climb' etc. We find using the radio aid useful when we're outside.

Books are one of the biggest adaptations as it's hard to sign with Joe on my lap. Our local deaf centre and a National Deaf Children's Society event have given us tips, for example not trying to read all the words of a story, and that's helped. We concentrate on describing the pictures and sometimes sit on the floor together so we can both see the book and sign.

**Martene is mum to Billy-Joe (6) who is moderately deaf and wears hearing aids.**

Billy-Joe has struggled with the concept of sharing since he was very little. When he started in nursery, he was very insular in his play and always looked at the ground. It's been a long journey to grow his confidence so he's able to interact more with other children and he still struggles at times.



Billy-Joe

One thing I did was to sign him up to a martial arts class. This has had a significant impact on his confidence, ability and focus as it teaches respect, concentration, taking instructions and being able to toe the line. He totally admires and looks up to the teacher. To begin with Billy-Joe really struggled with following the instructions. I wasn't sure whether he couldn't hear them or whether he just didn't understand so I started to join in with the class, asking him to follow me. We're both now full members of the Leadership Programme.

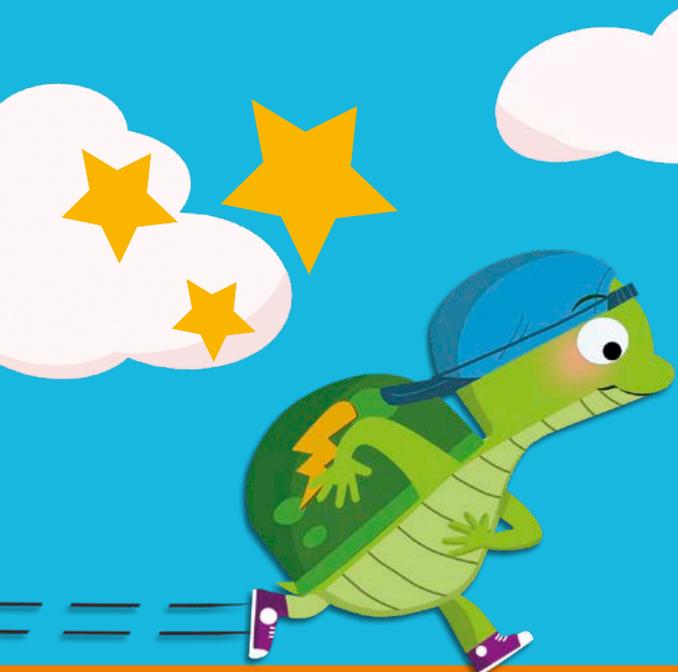
I feel so proud of his achievements but I do have to continually encourage him in his school work and martial arts.



**JOIN OUR FAMILY PANEL**

Next time in *Families* magazine: How do I... encourage my child to keep their hearing aids or implants on?

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



Our storybook,  
**Jake and Jasmine  
to the Rescue,**  
is an ideal gift for  
children aged 4–7.

When Jake, who is deaf and has a cochlear implant, returns to his superhero school after the summer he finds out that Tilly, the school's tortoise, has gone missing. Jake teams up with Jasmine, a new girl in his class, and together they go on a quest to find the school's much-loved pet and show that anyone can be a superhero!

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



Find out more  
[www.ndcs.org.uk/  
jakeandjasmine](http://www.ndcs.org.uk/jakeandjasmine)

Available to buy on Amazon

# Ask the expert



Anne-Marie

Each issue a different professional shares their expert advice and gives information to help you support your child. This time Anne-Marie Hall, a peripatetic Teacher of the Deaf, shares her insights.

**Each deaf child is different, meaning the challenges they face vary.**

## What does a peripatetic Teacher of the Deaf (ToD) do?

A ToD is a qualified teacher who has completed an additional qualification to work with deaf children and young people. We work with deaf children, their families and other professionals involved in the child's development. ToDs work with a wide variety of deaf children and young people from 0–25 with all levels and types of deafness. Peripatetic means we work within a range of settings including families' homes, nurseries, schools and colleges.

## How and when are children referred to you?

Referrals can come through parents or carers, family members or healthcare and education professionals. Children can be referred at any age: some come after their newborn hearing screening; other children may be referred later if they have lost their hearing due to illness or if they've recently moved to the area, for example.

## What support can deaf children expect from their ToDs?

The support from a ToD is wide ranging. It can include carrying out specialist assessments, monitoring hearing aids and cochlear implants and advising on the use of technology such as radio aids. We also focus on developing listening, spoken language or signing and communication skills and supporting children with their social skills and self-advocacy, accessing activities and preparing for adulthood. Partnership work is a key aspect of our role and in particular supporting mainstream teachers on things such as adapting the environment and curriculum to meet a deaf child's specific needs.

## What does a typical day look like for you?

There isn't really a 'typical day' for a peripatetic ToD! We could be doing anything from one-to-one teaching and home visits to attending audiology appointments, delivering deaf awareness assemblies in schools, attending Education, Health and Care plan meetings, running training for other professionals or activities for families.

## How often do you see the children you work with?

It depends on each individual child and their situation. We might see some children very regularly and others less so, depending on their needs. Some families like to meet face-to-face whereas others may prefer to speak on the phone or via email. The children and families are at the centre of what we do so we make sure we're led by their preferences.

## What challenges do deaf children face at school and nursery?

Schools and nurseries may be noisy, busy places which can make it harder for deaf children to access learning, but each deaf child is different, meaning the challenges they face vary. It's important not to make assumptions. We consider each child individually and work out what assistance and support they may need.

## What's the most rewarding part of your job?

Being part of each child's experience is a real privilege. Seeing them grow and increase in confidence is really rewarding whether it's small steps or key milestones.

## What advice would you give parents of deaf children?

It's less about giving advice and more about developing a good working partnership with each individual family so that their deaf child can become confident, resilient and successful.



To find out more about the professionals you may meet visit [www.ndcs.org.uk/peoplemag](http://www.ndcs.org.uk/peoplemag).

# Supporting your child's communication and language at home

With the right support, deaf children can learn to communicate just as well as other children and there are lots of simple activities and games that you can do to support this at home.



## Developing communication and language through everyday activities

Good communication and language matters whatever your child's age. It helps children to form relationships with family and friends, learn how to read and to do well in education. But it doesn't have to be something on your to-do list – it can form part of your normal everyday life.

Describing everyday activities and routines and commenting on them can be really valuable. For example, when you're doing the washing, you can say/sign, "In go the smelly socks!" or if you're going out, you can ask, "Where are the shoes?"

This can also help your child to start to understand cause and effect. Simple examples include the following:

- When the doorbell rings/ flashes or the front door shuts, you can point to the door and say/sign, "Daddy/Mummy's home!"
- You can talk/sign about the 'noisy kettle' or use gestures to highlight the steam coming out of the kettle when you're making a hot drink.
- If the dog barks, you can point to it and say/sign, "What does Fido the dog want?"

## Play

Playing games and having fun can be a great way of supporting your child's communication and language. Children who enjoy play, and particularly imaginative play (pretending), tend to be better language learners. It can also help to develop their social skills as they start to think about how things look from another perspective.

Some parents worry that they need to get special toys to use with their child but this isn't the case. Your child will enjoy the same toys as other children and you can use everyday items for many of the games explained here.

Here are some ideas for activities and games that can help your child develop their communication and language skills. Remember to keep it fun for you both!

## Cardboard box play

Playing with cardboard boxes develops children's language and extends their imagination.

The box can be anything they like – for example, a boat, cooker, petrol station, train, shop counter or space rocket. They also provide great opportunities for role play, which helps children learn new words to use in different situations and see how others might react to what they say. You could find a few props from around the home to help get their imagination going.

## Singing and signing songs

Most children love singing and signing songs and this also helps them learn new words and how to use them. When your child feels confident you could perform the songs for friends and family, encouraging everyone to join in.

## Memory game

This game helps children to develop memory and think about words associated with a certain topic. Each person takes it in turns to say, "I went to the shop and I bought..." listing all the items that have been said before.

## Who am I?

This game helps children to think about how to ask questions to find out what they want to know and to make links between different facts. Write names of some characters, for example Mickey Mouse or Cinderella, on sticky notes. Stick them on your foreheads and take it in turns to ask questions (that can only be answered yes or no) to try to guess who is who.





## Reading

Sharing books with deaf children not only develops language but also helps your child to develop an understanding of feelings and emotions. At first, babies may not be ready for a full story but you can talk about the pictures in the book and name the objects you are both looking at.

Making it fun will help your child engage more. Use funny expressions or different voices as you tell the story.

Every time you share books, your child's participation will grow. You may find yourself telling more and more of the story than is actually on the pages or asking your child questions about the story as you go, extending your child's vocabulary and knowledge of the world.

## Top tips

- Children learn to communicate when they feel safe, secure and confident that their communication will be understood and valued. If your child needs it, remember to give them a little extra time to respond.
- Remember that you don't need to limit or simplify your communication because your child is deaf. Try different ways of expressing things and use lots of repetition to help make sure you can be understood.
- Keep it visual. Use gestures, facial expressions and body language to support good communication.
- Try to get everyone in the family involved. Remind other family members that they may need to face your child and talk/sign one at a time.
- Try to support your child to label their own emotional states, for example by making comments such as, "Oh dear, you are upset," or "Mummy/Daddy's excited!" Being able to describe feelings and using language that describes feelings can make a difference to a child's emotional and social wellbeing later in life.
- Give praise throughout any activities or games for your child's efforts.
- Finally, it may seem obvious but the more opportunities children have to communicate every day and the more meaningful conversations there are between you and your child, the better communicator your child will turn out to be.

➔ Our booklets have more information and advice on supporting your child's language, as well as helping them to read and write and develop maths skills. You can find out more at [www.ndcs.org.uk/learningresourcesmag](http://www.ndcs.org.uk/learningresourcesmag).

For parent tips on how to share toys and activities with your child see our article on pages 26–27.

## Supporting your child's education over the summer

### ✓ Moving schools

Is your child moving to a new school this autumn? There should be a full plan already in place to help make sure there's a smooth transition.

We have information on our website on preparing for the next stages of education:

- moving to a new primary school at [www.ndcs.org.uk/preparingforprimarymag](http://www.ndcs.org.uk/preparingforprimarymag)
- moving to a new secondary school at [www.ndcs.org.uk/preparingforsecondarymag](http://www.ndcs.org.uk/preparingforsecondarymag)
- starting college or an apprenticeship or going to university at [www.ndcs.org.uk/leavingschoolmag](http://www.ndcs.org.uk/leavingschoolmag).



# Taking control of the morning



It's important to give deaf children and young people the opportunity to wake up independently. Summer might be a good time to try out some deaf-friendly alarm clocks before school starts again!

Alarm clocks have long been the most popular product category on our Technology Test Drive loan service. They can do so much more than just waking someone up! Reducing the stress of (repeatedly) making sure that your child is awake, an alarm clock can contribute to a more relaxed start to the day for the whole family. It can teach your child to be independent and take control of their own morning and help develop their time management and planning skills.

The alarm clocks on our Technology Test Drive all have deaf-friendly features such as a vibrating pad to place in the bed, loud volume or flashing lights. Mains-powered alarm clocks often have stronger vibration but portable ones offer more freedom when it comes to holidays. Here we discuss some of our most popular alarm clocks.



To find out more about technology that could help your child go to [www.ndcs.org.uk/technologymag](http://www.ndcs.org.uk/technologymag) or to borrow a product from our Technology Test Drive loan service go to [www.ndcs.org.uk/techdrivemag](http://www.ndcs.org.uk/techdrivemag). Have a look at our technology video which features alarm clocks: scan the QR code with your smartphone or go to [www.youtube.com/ndcswebteam](http://www.youtube.com/ndcswebteam) and search 'hear alarms'.



## Mains powered alarm clocks



**NEW**

### Wake 'n' Shake Dynamite

The Dynamite is a new clock on our loan service, although we have several others from the same manufacturer.

#### Key features

- Volume and tone can be changed and it can be quite loud!
- Red flashing lights and a strong vibrating pad.
- USB socket, so your teenager won't have to choose between charging their phone and plugging in the alarm clock.
- Three settings of display brightness.
- 12 or 24 hour time formats.
- Alarm goes off for up to one hour.
- Can be snoozed between 5 and 60 minutes.



### Sonic Bomb

The Sonic Bomb has been going strong for many years now. It's an all-time favourite in the deaf community; a reliable clock, known to be indestructible.

#### Key features

- Volume and tone can be changed.
- Loud alarm and strong vibrating pad.
- Small red flashing lights.
- Five settings of display brightness.
- 12 hour time format.
- Alarm goes off for up to one hour.
- Can be snoozed between 1 and 30 minutes.



### Sonic Boom

The Sonic Boom is our only analogue alarm clock with a traditional clock face – so it could be a good way to help your child learn to tell the time.

#### Key features

- Volume and tone can be changed by dials.
- Adjustable display backlight.
- No flashing lights but has a pad that vibrates softly at first and gradually gets stronger, which could make waking up a bit less of a shock to the system!
- Can be snoozed for four minutes.



### Amplicomms TCL 410

The Amplicomms TCL 410 is a radio-controlled clock, so will automatically update to local time via a radio signal.

#### Key features

- Large display makes it particularly suitable for deaf children who are also vision-impaired.
- Loud adjustable alarm with three different tone settings.
- Vibrating pad and flashing strobe light.
- USB socket.
- Microphone that can pick up the sound of a nearby smoke alarm and alert your child.
- Three settings of display brightness.
- 12 or 24 hour time formats.
- Can be snoozed between 5 and 60 minutes.



### Bellman & Symfon Visit alarm clock

The Visit alarm clock can be used as part of the Bellman & Symfon home alerting system to keep your child safe at night, for example by alerting them to the smoke alarm.

#### Key features

- Loud volume that gradually gets louder and covers different frequencies.
- Five settings of display brightness.
- Nightlight.
- Vibrating pad and flashing LED lights.
- 12 or 24 hour time formats.
- Snooze starts at nine minutes and gradually goes down to two minutes.

## Portable alarm clocks



### Wake 'n' Shake Voyager

The Voyager is a small alarm clock that runs on batteries.

#### Key features

- Fairly loud non-adjustable alarm (not as loud as mains-powered ones).
- Two sound and vibration settings.
- The whole clock vibrates, so it can be placed under your child's pillow like a vibrating pad.
- Pillow clip stops it falling out of bed.
- Buttons auto-lock so alarm isn't accidentally changed.
- Alarm goes off for one minute.
- Can be snoozed between 5 and 60 minutes.

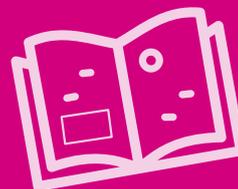


### SmartShaker 2

The SmartShaker is the only 'clock' that doesn't look like a clock. It's a rechargeable vibrating disk with small speakers that connects to a smartphone via Bluetooth. It's very popular with teenagers.

#### Key features

- Alarm can be set by a mobile phone app, which also shows how much battery the SmartShaker has left.
- Different alarms can be set for different days of the week.
- Alarm can be stopped or snoozed using the SmartShaker or mobile phone.
- Three vibration settings and eight different fairly quiet ringtones.
- Can be snoozed between 1 and 29 minutes.



# 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](mailto: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



### Wildlife Photographer Mia Doll

Mia is a wildlife photographer doll who wears a cochlear implant. She comes with a camera and newspaper. Mia is made by Lottie Dolls in collaboration with Toy Like Me, a UK non-profit which campaigns for diversity in the toy box and for better representation of disabilities so that differently abled children can see themselves reflected in the toys they play with.

0-4

5-10

(Mia Doll is not suitable for under threes).

### Product

Available to buy from [uk.lottie.com](http://uk.lottie.com)

£22

Charlotte uses a mixture of sign and speech and we don't have any other toys in the house that have hearing technology accessories although we do have some books that show hearing aids.

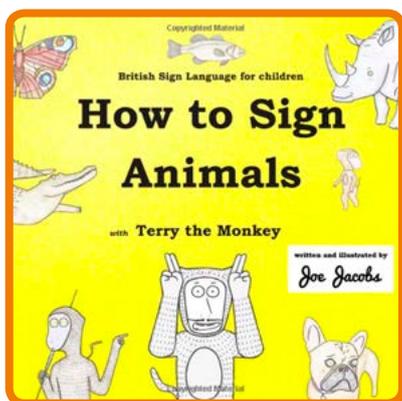
As soon as we opened the box Charlotte screamed with excitement that the doll had magic ears and was obviously deaf like her! She has since played with the doll so much, always talking about the implant and how, "She's the same as me." She really enjoys showing the doll to visitors and always turns both her head and the doll's to show they have matching cochlear implants.

We've really enjoyed playing with the doll and I can see that having a doll like herself has been of real benefit to Charlotte.

**Sara, mum to Charlotte (4) who is profoundly deaf and wears cochlear implants.**



Charlotte



## How to Sign Animals with Terry the Monkey

Written by Joe Jacobs

0-4

5-10

### Book

Available from [Amazon](#)

£6.99

*How to Sign Animals with Terry the Monkey* is an enjoyable and friendly introduction to British Sign Language (BSL), complete with colourful illustrations and easy-to-follow instructions. The book is a great resource for any family who would like to introduce their children to BSL. Amelie and I have explored the book together and she took it into school to share with her class friends too. It's an ideal tool to help educate her peers about using sign language as a form of communication and for them to enjoy learning different animal signs. I personally feel that the book would be most suited to children up to 8–10 years of age.

Terry the Monkey is very engaging and the words used throughout the book are full of energy. It's beautifully illustrated and the instructions are very clear. The illustrations are detailed enough to allow the signs to be copied independently, without the necessity of reading. There are a wide variety of over 50 types of animals featured in the book, including farm animals, zoo animals, pets and sea creatures. Our favourites were the unicorn and the lion!

We would definitely recommend this book. It's obvious that the author has put a lot of thought into making sign language fun and accessible to children. There are a few more books available including *How to Sign Food* and *How to Sign Christmas* which we will be buying. They're also available in American Sign Language.

**Sarah, mum to Amelie (6) who is mildly deaf and wears hearing aids.**



Amelie



## Aftershokz Trekz Titanium Mini

The Trekz Titanium Mini are bone conduction headphones that use vibrations to send sound through the cheekbones into the inner ear and leave the outer ear open.

11-14

15-18

19-25

### Product

Available to borrow from our Technology Test Drive

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

or buy from [www.sportrewards.co.uk](http://www.sportrewards.co.uk).

Approximately **£99 including VAT**

Leo was diagnosed with cholesteatoma aged four. This destroyed the small bones of hearing in his right ear and therefore he has very limited hearing in it. His ear can hear but with no hearing bones the sound can't get to the cochlea. If Leo uses regular headphones he tends to have the volume quite loud and is oblivious to anything going on around him. It's like he's in a little soundproof bubble.

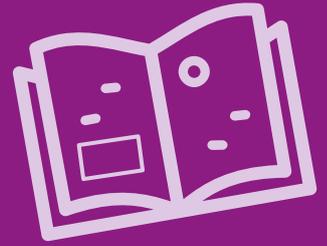
We borrowed the Trekz Titanium Mini bone conduction headphones from the Technology Test Drive. These clever headphones rely on vibrations; the sound is passed to Leo's cochlea through his cheek bones and other bones in his skull, bypassing his missing ear bones. This is fantastic for Leo as it means he can hear in both ears while using the headphones, whereas most of his world of sound is just through one ear.

The headphones are light, robust and easy-to-use which makes them a great piece of kit. While he's listening to music or watching his tablet, he's also still aware of things going on around him as his ears aren't covered. Leo loved them so he was very happy to receive a pair of his own last Christmas!

**Susie, mum to Leo (11) who is severely deaf in one ear.**



# Resources



## Helpline



“ My daughter is three years old and we’re planning our first summer holiday abroad with her. She has glue ear and wears hearing aids. Do you have any advice? ”

Planning a first trip abroad can be exciting but you may have more to think about when organising what to take and your daughter’s safety. We’ve got some tips to make sure the trip goes as smoothly as possible.

First, in case any luggage gets lost, pack spare hearing aid batteries in different bags.

When going through security at the airport, you can ask for a hand search of hearing aids. You can bring a letter from your doctor saying why they shouldn’t be scanned, however it’s the airport’s decision whether or not they need to be. Find out more at [www.gov.uk/airport-rights](http://www.gov.uk/airport-rights).

On the plane, let the flight attendant know that your daughter is deaf. Make sure you know where the exits are and listen to the safety messages at the start of the flight. Children with glue ear don’t usually have any problems flying, however we recommend seeing your GP who may prescribe some decongestant medication before the flight.

Changes in the cabin pressure can make the fluid in the middle ear expand during take-off and, more commonly, when landing, which may cause discomfort. Have some drinks and snacks handy for take-off and landing. Eating and drinking helps to open the eustachian tubes and prevent discomfort. Ear plugs known as ‘EarPlanes’ (available from pharmacies) can also help to reduce discomfort from changes in air pressure.

We have information on our website about flying with glue ear at [www.ndcs.org.uk/glueearmag](http://www.ndcs.org.uk/glueearmag).

If you plan to be near water on holiday, remember that although many hearing aids are described as water resistant, you should never immerse them in water. Make sure they’re taken out of your daughter’s ears before she gets into the pool or the sea.

Finally, we have some tips on our website from other parents about how to give your daughter the best holiday experience at [www.ndcs.org.uk/holidayexperiencemag](http://www.ndcs.org.uk/holidayexperiencemag).

Have a great holiday!

📞 **Freephone 0808 800 8880**  
 ✉ **helpline@ndcs.org.uk**  
 🌐 **www.ndcs.org.uk/helpline**

## What’s new?

📄 **Communicating with Deaf Children flyer**

**What type of information is it?**

A colourful flyer, available to order or download from [www.ndcs.org.uk/communicationflyermag](http://www.ndcs.org.uk/communicationflyermag).

**Who’s it for?** Adults who support or care for your child, like sports coaches, family and friends who don’t see your child very often, holiday club leaders and childminders.

**What’s it about?** It has top tips on how best to communicate with deaf children, such as getting their attention and facing them when you talk.

**You might also like:** Our other deaf awareness content and resources at [www.ndcs.org.uk/deafawarenesstipsmag](http://www.ndcs.org.uk/deafawarenesstipsmag).





## ▶ My daughter and glue ear

### What type of information is it?

A video of a family talking about their daughter, Libby, who has glue ear. Watch it at [www.youtube.com/ndcswebteam](https://www.youtube.com/ndcswebteam) (search for 'glue ear').

**Who's it for?** Parents of children who have been diagnosed with glue ear and would like to find out how another family made decisions about their treatment options.

**What's it about?** Parents Peter and Rachel discuss the treatment options they chose for their daughter, Libby, and how we helped them make the right decisions for their family.

**You might also like:** Our online information and booklet about glue ear at [www.ndcs.org.uk/glueearmag](http://www.ndcs.org.uk/glueearmag).



## ➔ 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, families to share their stories or simply tell us what else they need. Go to [www.ndcs.org.uk/soundoutmag](http://www.ndcs.org.uk/soundoutmag) for more information.

## 📁 Support at school and college

### What type of information is it?

Content on the Buzz, our website for deaf young people.

**Who's it for?** Deaf young people.

**What's it about?** It has information about how to get support at school or college, what to do if you're moving to a new school or college, planning for your future and making decisions, and support for exams.

[www.buzz.org.uk/category/support-at-school-and-college](http://www.buzz.org.uk/category/support-at-school-and-college)

### You might also like:

Find out how to help your son or daughter make choices about their future at [www.ndcs.org.uk/leavingschoolmag](http://www.ndcs.org.uk/leavingschoolmag).



➔ Once you've set up a new account on our website you can download or order any of our publications for free from [www.ndcs.org.uk/resourcesmag](http://www.ndcs.org.uk/resourcesmag). Or you can contact our Freephone Helpline on 0808 800 8880 or [helpline@ndcs.org.uk](mailto: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](http://www.ndcs.org.uk/localgroups) or contact [localgroups@ndcs.org.uk](mailto:localgroups@ndcs.org.uk) or 020 7014 5919.

# In your area

**I realised...  
that with hard  
work I can do  
anything.**

Our Roadshow team has been helping to raise aspirations for deaf young people in Chingford.



As part of their Deaf Aspirations day, deaf young people from Heathcote School and Science College in Chingford took part in lots of different activities to help raise their expectations and plan for their futures, including:

- fun team games like building the highest tower out of cocktail sticks, allowing them to practise soft skills, such as teamwork and communication, for the future
- our My Future workshop which helps deaf young people to find out more about their rights to support in education, training and employment, with lots of information about pathways after leaving school, to prepare them for the challenges ahead
- attending a captioned and British Sign Language integrated performance of *Romeo and Juliet* at the Globe Theatre, including a pre-show workshop.

The day was a great success; it was lovely to see the young people so involved in the activities and excited about making a plan for their future. They told us:

“I enjoyed the team games and that we met a lot of new people. I learned that you have to pay for university and it’s helped me think more about the future. I realised by the end of the day that with hard work I can do anything and I now have a much clearer plan about what I can do after school.”

**Tugra (13)**

“It made me more confident and I really enjoyed working in a group with other friends from Heathcote. It was great to learn something new and interesting.”

**Emily (15)**

“It was good to learn about jobs etc.”

**Tomi (13)**

“I liked talking about the future and about jobs. I also enjoyed the teamwork problem-solving activity.”

**Abdi (15)**

## What is Deaf Aspirations day?

Naomi Jarrett, Teacher of the Deaf at Heathcote School told us, “Deaf Aspirations day is an event we’ve developed at Heathcote School to inspire and encourage our deaf students to realise that they can achieve, to have big aspirations for their futures and therefore to work hard at school to achieve their goals.”



If you’d like to arrange a visit from our Roadshow team to your young person’s school, college or university, or find out more about the range of workshops we deliver, go to [www.ndcs.org.uk/roadshowmag](http://www.ndcs.org.uk/roadshowmag).

# In your area

## Events

### Events for 8–18 year olds

At our events young people get involved in sporty and creative 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.

**Journey to Independence (life skills and independent living)**  
(ages 14–18)  
Midlands, England  
21–25 October

### Interested in one of our youth events?

Application deadlines are up to three months before the event. Visit our website to find out more about the applications process.

**Super Sports Weekend**  
(ages 8–13)  
Largs, Scotland  
8–10 October



**Winter Weekend**  
(ages 14–18)  
Near Aviemore, Scotland  
7–9 February 2020

### Raising the Bar

Every year we run a big event for young deaf musicians, dancers and actors. This event has a different application process. Have a look at [www.buzz.org.uk/raisingthebar](http://www.buzz.org.uk/raisingthebar) for more information.  
(ages 8–18)  
Birmingham, England  
28–29 September



## Getting your child ready for school (2–4 years)

Information events for parents and carers with deaf children aged 2–4 years. These events will cover education rights and responsibilities or communication and technology.

### Starting School – education, rights, responsibilities, communication and technology

Scotland  
14–15 September

### Education Rights and Responsibilities

Northern Ireland  
28 September

### Communication and Technology

Northern Ireland  
12 October

## 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.

London, England  
22–23 June

Cardiff, Wales  
5–6 October

Stirling, Scotland  
9–10 November

Manchester, England  
9–10 November



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/eventsmag](http://www.ndcs.org.uk/eventsmag).

# Part of the community

Mishicker is mum to Damario (8) who was recently diagnosed with a profound hearing loss in his right ear. She tells us how attending an event we ran, in partnership with the Leeds Jewish Welfare Board\*, helped her to find out more about support in her local area and made her son realise that he's not alone.

I wanted to go on the event to help Damario's confidence. He's been wearing hearing aids for a year and sometimes finds it hard because he doesn't see other children like him.

The thing we enjoyed most about the event was the Roadshow bus as we had the chance to try out different technology. Damario particularly liked the headphones for listening to music and the alarm clock. I wasn't aware that all this equipment was available as it's not something you get told at hearing tests. Sometimes you don't know where to turn.

The staff who organised the event were really supportive and there was a lovely spread for lunch; it was like afternoon tea! There were arts and crafts and a crèche for younger children so that parents could go off and find information on their own. This was great as I also have a seven-month-old.

I liked having the chance to speak to other parents and find out what's going on in our area. I learned that our local deaf children's society meets once a week and has a youth club and I hope that Damario will

go there soon. I also met with other local organisations, including BID (the Leeds Hearing and Sight Loss Service), and found out they can visit us at home to help us work out what support we need. We also had the chance to try out an immersive technology room, run by the Leeds Jewish Welfare Board who hosted the event.

It was great for Damario to see other children who are the same as him, as it's made him realise that it's OK to wear hearing aids. He now wants to get involved with more activities and events with the National Deaf Children's Society.

The event was the result of partnership work between us and the Leeds Jewish Welfare Board, who have some fantastic resources and facilities for deaf children. It was a great opportunity for families in the local area to take part in fun activities while finding out more about support close by.



Damario

**It's made him realise that it's OK to wear hearing aids.**

\* Event funded by The National Community Fund England.



To find out about our activities and events where you live go to [www.ndcs.org.uk/eventsmag](http://www.ndcs.org.uk/eventsmag).

To find out about your nearest local Deaf Children's Society go to [www.ndcs.org.uk/localgroupsmag](http://www.ndcs.org.uk/localgroupsmag).



British  
Sign  
Language

Pupils make  
strong progress  
from their  
starting points  
(OFSTED 2018)

Having a child with  
medical needs and a  
feeding routine can be  
a struggle, but school  
are fantastic at it all  
(Parent)

Small  
Classes

My child is developing  
into a happy, confident  
and intelligent little  
boy (Parent)

Speech  
and  
Language  
Therapy

Relationships  
between staff and  
pupils are exemplary  
(OFSTED 2018)

Teachers  
of the  
Deaf

Residential  
and Day  
Places  
Available

Pupils thrive  
at your school  
(OFSTED 2018)

Outstanding  
Children's  
Home



# Doncaster School for the Deaf

Established 1829

Leger Way, Doncaster DN2 6AY

[jgoodman@ddt-deaf.org.uk](mailto:jgoodman@ddt-deaf.org.uk) | [www.deaf-school.org.uk](http://www.deaf-school.org.uk)

**01302 386733**

# Get involved

## The future of Teachers of the Deaf

With cuts to Teacher of the Deaf (ToD) roles and over half of them due to retire in the next 10 to 15 years, we surveyed ToDs across the UK to find out how we could help protect specialist services for deaf children.

With the help of our Campaigns Network, we've been campaigning against cuts to ToDs since 2011. Since then, we know there's been a 17% drop in the number of qualified ToDs across the UK and we're concerned about the future of this vital and valuable profession if things continue down the same path.

We wanted to know what ToDs themselves think. So, along with our colleagues at the British Association of Teachers of the Deaf (BATOD), we surveyed 625 ToDs across the UK and asked them about their jobs and specialist support for deaf children.

### What we found out

#### Less support for deaf children

The majority (58%) of ToDs told us there's less support available for deaf children now compared to 2014. And almost half of ToDs believe that deaf children are less likely to make good educational progress now than in 2014 when the Government in England made big reforms to the education system for children with special educational needs.

### Workload

The vast majority (85%) of ToDs say their workload has increased since 2014; 87% are working additional hours to keep up and 96% say they feel stressed in their job role. More than 60% of ToDs are working the equivalent of a whole extra day per week, unpaid, just to catch up.

It's also concerning that 17% said they were considering leaving the profession as a result of the pressures of the job.

### What are we doing about this?

These results show that we must continue our campaign to protect specialist services for deaf children. We're now calling on the Department for Education in England to introduce a national bursary scheme for training new ToDs. This is a proposal that 9 out of 10 ToDs support. The bursary proposal is currently being considered by the Department for Education and we'll keep you updated on its progress.

### How can you help?

We can only achieve change if we have passionate campaigners supporting us. Join our free Campaigns Network now: [www.ndcs.org.uk/campaignsnetworkmag](http://www.ndcs.org.uk/campaignsnetworkmag).



Find out more about the role of the ToD in our interview on page 29.



# Fundraising for all

**95% of our work is funded by our supporters, so our fundraisers are vital to making sure we can be there for deaf children and their families. There's no limit to what you can do to raise money. Here are some ideas from our amazing fundraisers.**



Chocoholic **Clair Mackenzie** took on the challenge of giving up chocolate for a whole month to raise money for us. Clair was fundraising in honour of her son Ellis (below) who is mild to moderately deaf and raised a brilliant £246! Clair didn't stop there; as she's learning British Sign Language she's planning her next fundraiser to be a sponsored silence.



Since January 2018 we've been proud to be the fundraising partner of **Seven Investment Management**. Their generous staff have supported us with a vast range of activities throughout the year including yoga, bake sales, eating competitions and several employees taking part in the Royal Parks Foundation Half Marathon. To date they've raised an unbelievable £18,473.39. We're incredibly grateful for their fantastic support and look forward to more exciting fundraising activities this year.



## Thank you to all of our amazing fundraisers!



Technology company **Jadu** held a fantastic Big Cake Bake and fundraising day for us at their headquarters and raised an amazing £790. "We're very proud to support the vital work of the organisation. My son is deaf and we've used the services of the National Deaf Children's Society many times. The Big Cake Bake was a great way of getting everyone involved and was very well received."

**Jack Niland, UX Designer at Spacecraft, part of the Jadu Group.**

The **Sporting Bears Motor Club** held their annual motor and restoration shows and nominated us as one of their lucky charities. The club offered Dream Rides™ in some fantastic, rare and vintage cars. The show raised an incredible £14,000.

Sisters **Isabella and Kacie** are keen dancers and at a recent competition, the Invictus Championship, along with their fellow competitors they sold lots of fundraising wristbands. Isabella nominated us as the tournament's chosen charity as Kacie is deaf and is an inspiration to her little sister. Their hard work helped to raise a fantastic £682.



There are lots of ways to get involved, large and small. Whether you want to raise money yourself or with your company we'd love to hear from you. Get in touch at [community.fundraising@ndcs.org.uk](mailto:community.fundraising@ndcs.org.uk) to speak to our team today.



# Run for #TeamNDCS

Challenge yourself, get fit and start fundraising.

Whether you're a super athlete or a couch potato, we want you to join **#TeamNDCS** and run to help support the 50,000 deaf children and young people in the UK.

No matter what your fitness level, we have a challenge to suit you:

Great North Run (8 Sep)

Royal Parks Foundation Half Marathon (13 Oct)

Wiggle Manchester Half Marathon (13 Oct)

London Landmarks Half Marathon (29 Mar 2020)

Virgin Money London Marathon (26 Apr 2020)

Join us and you'll receive the exclusive **#TeamNDCS** running vest, a welcome pack full of tips, advice and fundraising materials as well as support from our dedicated Events team.



Alison took part in the Royal Parks Foundation Half Marathon.

We supported her son Henry (5) who is profoundly deaf in one ear.

"I remember feeling overwhelmed when we got Henry's diagnosis. Being able to access the charity's information and knowing that support was just a call away put our minds at ease. Raising money for the National Deaf Children's Society felt like the natural thing to do. I'm normally more likely to have a marathon cake-eating session than put on running shoes! But on race day there was a great atmosphere and I loved passing the #TeamNDCS Cheer Station. It was brilliant crossing the finish line and I look forward to telling Henry about our fundraising when he gets older."



Find out more at [www.ndcs.org.uk/runningmag](http://www.ndcs.org.uk/runningmag)  
or call 020 7014 1199

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 diagnostic radiographer because...

Being able to make a difference is important to me. As a deaf person I feel I'm a great benefit to other deaf patients who may otherwise be isolated. However, it's also cool seeing the bones in an arm!

I perform the X-rays and CT scans in the hospital. This takes place almost anywhere there's a patient! I could be chatting on the wards, working in the operating theatre or being part of a major trauma in resus.

I took a BSc (Hons) degree which I enjoyed (although like school, there's always a hard essay to dread!). I'm profoundly deaf and use hearing aids, the most useful equipment has been the Oticon streamer and Phonak's Roger Pen. These have been invaluable when I can't lip-read a masked surgeon. I have overnight on-call duties so rely on my vibrating mobile phone alert system.

Outside of work I love international travel, drumming and fencing.

**David Theaker**



## I work in IT for the Ministry of Defence (MoD) because...

I like making sure that everyone has access to technology and can use it to achieve their potential. I do web development, publicity work, customer engagement and help manage my team's information for stakeholders and customers.

I became interested in computer programming at 13 when my parents got me a Sinclair computer. By 26 I had several IT qualifications and gained work experience at a big US corporation. I was unemployed long-term after returning to the UK, before starting at the MoD.

I have Usher Syndrome and I'm profoundly deaf and visually impaired. I use a large print keyboard, screen readers and magnifiers for my visual impairment. I also use British Sign Language (BSL) interpreters and notetakers.

I was the first person born deaf to pass the Mensa entrance exam and won the Young Deaf Achiever of the Year award in 1990.

**Yvonne Mqadi**



## I'm a postman and a union rep because...

I believe that people should be supported into work and given equal opportunities.

My job within Royal Mail is all about customer service – I sort and deliver mail each day. As a union rep

I deal with complaints and issues from staff. I'm also an equality officer responsible for raising awareness, dealing with issues related to equality and working with the trade union council to push for legal changes and protections.

Growing up I was encouraged to voice my opinions constructively. After asking questions as a new postman I was encouraged to become a disability champion, and as my confidence and knowledge grew I applied for other roles. I've been lucky that I've had lots of support from my branch and HQ. I'm profoundly deaf and use BSL interpreters at large meetings, training and conferences.

I was the first profoundly deaf union officer in the UK.

**Lee Elliott**



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/leavingschoolmag](http://www.ndcs.org.uk/leavingschoolmag).

# Why Choose St John's?

St John's has a proven track-record in supporting deaf and hearing-impaired children to achieve outcomes that support success in the real world. Our residential and day options offer flexible support for children who are deaf, have communication difficulties or are affected by multi-sensory impairment. Our residential support has been graded as "outstanding" by Ofsted.

An autism-friendly environment, St John's is inclusive and welcoming and a place where children thrive among their peers supported by in-house audiology and speech and language therapy. Our sixth form provides an excellent preparation for students moving into the next phase of their lives.

## Our care is officially "outstanding"!

"Residential pupils thrive due to the high levels of care, nurturing support and promotion of their independence. There is excellent practice founded in research and evidence about promoting the mental health of the pupils."

"Care is creative, thoughtful and reflects the diverse needs of the pupils. The whole-school experience gives residential pupils significant and sustained educational, linguistic and social development."

Ofsted 2018



**100%**

**STUDENTS WHO  
PROGRESS TO FURTHER  
EDUCATION, EMPLOYMENT  
OR TRAINING**



**100%**

**YEAR 11 STUDENTS  
ACHIEVING  
QUALIFICATIONS IN  
8-12 SUBJECTS**



**100%**

**LESSONS TAUGHT  
BY QUALIFIED  
TEACHERS OF  
THE DEAF**

**Get in contact:**



01937 842144



info@stjohns.org.uk



www.stjohns.org.uk



stjohns4thedeaf



stjohnsschoolforthe deaf



# Thinking about 6th Form and beyond?

Set your sights high and come to Mary Hare!

We offer a wide range of A Levels, BTECs and accredited vocational courses at Mary Hare 6th Form. We will inspire you to reach your potential and to take the next step. It could be University, or the world of work. We will help you get there.

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

*Securing the future of deaf children and young people*

