



**Richard
Cloudesley
School**

**OUTREACH
SERVICE
NEWSLETTER**

January 2019

My Deaf Life: Feel the Beat **BBC Radio 1 Stories** **Big D(eaf) and Little d(eaf)**

Three young deaf YouTubers take on the challenge to perform at the UK's biggest deaf club night.

www.bbc.co.uk/iplayer/episode/p06qjg7g/radio-1-stories-my-deaf-life-feel-the-beat

Jazzy, Benny and Jessica find that hearing people make some seriously wrong assumptions about them: they can't be deaf because they don't "look deaf"; that deaf people can't drive; and, one of the most annoying, that deaf people can't possibly appreciate music.

Benny and Jazzy have both grown up Deaf, and use British Sign Language (BSL) to communicate.

Jessica's genetic disabilities caused her to become deaf as a teenager, and sometimes she feels a bit stuck between the hearing world and the deaf world.

**Golden Lane Campus, 101 Whitecross Street, London EC1Y 8JA
Tel: 020 7786 4808**

outreach@cloudesley.islington.sch.uk

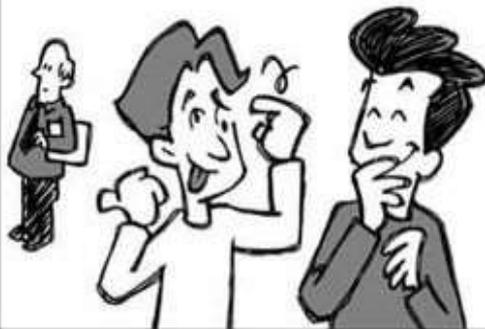
<http://www.cloudesley.islington.sch.uk/outreach>

**DOs & DON'Ts
SUGGESTED BY
THAT DEAF GUY**



BE DEAF WISE!

**DO TRY TO COMMUNICATE
WITH A DEAF PERSON BY USING
FACIAL EXPRESSIONS.**



**DON'T SHOUT AT A DEAF
PERSON HOPING THEY
WILL HEAR YOU!**



OUR AIM is to *improve inclusive practice* and **RAISE ACHIEVEMENT**

Please help your pupils by sharing our Record of Visit reports with their parents and carers.

For more information about the Richard Cloudesley Outreach Service visit
www.cloudesley.islington.sch.uk

Supporting Glue Ear in the Classroom

Glue ear is a buildup of fluid in the ear. Eight out of ten children will have a brief period of glue ear at some point, making it one of the most common childhood conditions. Children under the age of five are the largest group affected, although for some it can persist into adolescence. It is widely accepted that for some of these children glue ear can cause temporary deafness, delayed speech development and affect their behaviour and educational progress.

What to look out for...

- Not responding when called.
- Difficulty working out which direction a sound comes from.
- Changes in behaviour such as becoming tired and frustrated, poor concentration, preferring to play alone.
- Changes in their educational progress.
- Delayed speech development.
- Frequent ear infections.

What can I do to help a child with glue ear in the classroom?

- Try to have **quiet times** and **quiet places** in the classroom.
- **Keep background noise as low as possible** – noise will mask a speaker's voice. This includes classroom chatter and noise from outside the classroom, e.g. corridors. **KEEP THE CLASSROOM DOOR SHUT**
- When holding group discussions, **seat the child where they can see you AND as many of the other children in the class as possible**. This will make it easier for the child to follow the whole conversation.
- Make sure that you **have the child's attention** before you start talking. If possible, get down to the child's eye level.
- **Speak clearly and at your normal pace**. Shouting, whispering and exaggerating your lip movements distorts the sound and therefore the message.
- **Make sure you are always facing the child when you are talking** either to that child or to the whole group. Don't talk while your back is to the child, e.g. when you are writing something on the board, when you are walking away from the child, when you are busy writing something in their book, etc.
- **Make sure your face is clearly illuminated when you are talking to the child**. Don't stand with your back to a light source. This casts your face in shadow, which makes it impossible for the child to access the visual clues that accompany your speech, e.g. facial expression, lip and mouth movements, etc.
- **Give time for processing information or instructions** – try to 'chunk' sentences and instructions.
- **Foster good turn taking** – include the pupil in group discussions by making sure one person talks at a time and mark the speaker, e.g. name the speaker. Repeat or paraphrase what a child has said, as children's voices are often harder to hear than adults' voices.
- **Use visual aids wherever possible** to complement and illustrate what you are saying.
- When giving instructions or asking questions in a whole class/large group situation, **check with the child that they have heard and understood** what you have said and/or asked.

See the Richard Cloudesley Outreach Service's 'Conductive Hearing Loss in the Classroom' information pack for further support and advice. This is available from the Outreach Service's website.

Richard Cloudesley School Easter and Summer Holiday Play Schemes

Location:

Golden Lane Campus

Date running:

Easter 5 days - Monday April 8th-Friday April 12th
Summer 10 days - Monday July 22nd-Friday August 2nd

Time each day:

From 10.00am until 3.30pm

Activities:

A range of activities will be planned and could include drama, games, swim, DJ, art and craft, rebound therapy and sensory room.

Please contact Theo Skerritt for more info:

Office No: 020 7786 4808
Work Mobile: 07525 831 574

Habilitation

Visual acuity, functional vision and how both are important

Visual acuity - describes the acuteness or "sharpness" of vision; that is the ability to perceive small details. Visual acuity (VA) is the ability to resolve fine detail and is normally measured by reading successfully smaller letters or pictures on a Snellen or LogMAR eye chart.

Functional vision - how a person with a visual impairment uses their vision in relation to their environment, either when stationary or whilst moving and can be quite different to that suggested by their visual acuity figures.

When supporting a child or young person with a visual impairment it is important to remember that their level of vision may fluctuate from day to day when conditions around them change. This may be due to health, stress, varying light conditions etc. It is therefore important to invest time in teaching the child to make maximum use of what vision is available to them at any given time.

Building experiential knowledge will help when it comes to interpreting visual information and, in turn, helps the child gain the best possible 'picture' of the world around them.

Theo Skerritt, Habilitation Specialist

2018 SENCO Survey Results

Thanks to all the super SENCOs who took part in our survey.

63 % of you think we are outstanding

31 % of you think we are very good

6 % of you think we are good

We need to do more work with your teachers on planning as not everyone is confident. Although you think most teachers are confident there are some who are not planning to meet the needs of VI and HI learners.

Please contact us if you would like to arrange a short training session for your teachers or teaching assistants.

Tel: 0207 7786 4808

Email: outreach@cloudesley.islington.sch.uk

Risk Assessments and Safe Handling Training

Julie Noble is our experienced risk assessor and safe handling trainer. Her services offer advice and assessments for children and young people in Islington schools with a range of physical disabilities and mobility challenges. Julie is available to visit to advise on access in and around the school setting.

For more information visit www.cloudesley.islington.sch.uk or contact Julie directly on Julie.noble@cloudesley.islington.sch.uk

NEWS FLASH!!

Visual Impairment Advisory Teacher, Tim Richmond, who works for our service and Wandsworth attended an Apple Accessible Technology presentation at the Houses of Parliament on 24th January 2019. The Global Head of Accessibility from Apple, Sarah Herrlinger, was the main presenter along with Lord Holmes. Apple are launching 'Everyone Can Code' for which Tim arranged for Apple to provide a workshop for young visual impaired pupils. Information about the launch and the new initiative can be found on this link

<https://www.independent.co.uk/life-style/gadgets-and-tech/features/apple-iphone-ipad-accessibility-tools-everyone-can-code-education-a8743616.html>

The fully accessible app is called Swift Playgrounds and can be downloaded from the App Store for free.

Access technology and grants

The Guide Dog service team give advice on choosing the most appropriate technology and sensory equipment to help children and young people with a vision impairment study and play.



Assistive or adaptive technology and sensory toys can make all the difference to how a child with sight loss learns and plays. There are so many options – including:

- computer equipment and software
- Braille devices
- screen readers or magnifiers
- multi-sensory toys
- resonance boards and more

Finding the right equipment for a child or young person is vital, but can be an overwhelming task.

Do you need help choosing the best possible devices and software to meet your child's needs at home and/or at school?

Contact the Guide Dog Team on:

cypservices@guidedogs.org.uk

Tel: [0800 781 1444](tel:08007811444)

