

Bullying and deaf children

A guide for primary and secondary schools



Our vision is of a world
without barriers for
every deaf child.

Purpose

This booklet is for mainstream teachers, special educational needs coordinators¹, Teachers of the Deaf, teaching assistants, communication support workers or any other education professional working to support deaf pupils in primary and secondary schools. It provides guidance on how schools can adapt existing arrangements for preventing bullying and handling bullying incidents in order to meet the needs of deaf pupils. Many of the suggested actions set out in this resource will benefit all pupils in your school.

What do we mean by deaf?

In this document the term deaf is used to refer to all types of hearing loss from mild to profound. The term includes deafness in one ear or temporary deafness such as glue ear. It includes all pupils the school may identify as having a 'hearing impairment' in the school census.

This resource also outlines what schools can do to meet their obligations under the Equality Act 2010² to:

1. take reasonable steps to ensure deaf pupils are not treated less favourably than other pupils in terms of the school's arrangements for preventing and dealing with bullying
2. take measures to eliminate discrimination, harassment and victimisation
3. advance equality of opportunity between pupils and foster good relations between deaf and other pupils.

What do we mean by bullying?

The Anti-Bullying Alliance defines bullying as:

“The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally as through cyberspace.”

Bullying is often aimed at certain groups, for example, because of race, disability, religion, gender or sexual orientation.

Children can be bullied by adults as well as by other children.

This resource has been written by NDCS education policy advisers, with advice from experienced Teachers of the Deaf and other professionals. It considers the views and experiences of families where a deaf child or young person has been bullied.

We would like to thank all those who have contributed to this resource. We would also like to thank the Anti-Bullying Alliance SEND Project for their support in developing the resource.

Resources for both parents and young people on preventing bullying have also been produced by the National Deaf Children's Society (NDCS). These are available online at www.ndcs.org.uk/bullying or can be ordered from the NDCS Freephone Helpline at **0808 800 8880**.

¹ Or additional learning needs coordinators in Scotland

² Or the Disability Discrimination Act 1995 in Northern Ireland



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Introduction

From talking to families who contact the National Deaf Children's Society (NDCS), we know that the experiences deaf pupils have in schools are generally positive. However, research shows that deaf pupils can be more vulnerable to bullying than other pupils. For example, a University of Cambridge comprehensive literature review *Responding to Bullying among Children with Special Educational Needs and/or Disabilities* found that children with special educational needs and / or disabilities face significantly increased risk of being bullied. And nearly two thirds of deaf young people reported having been bullied because of their deafness through an online poll on the NDCS Buzz website for deaf young people³.

Specific reasons why deaf pupils may be more vulnerable to bullying include:

- impact of deafness on social interactions
- absences from school or the classroom because of audiology appointments or meeting their Teacher of the Deaf
- differences in appearance through use of, for example, radio aids and sign language.

Impact of deafness on social interactions

Misunderstandings between deaf pupils and other pupils may arise when communication has broken down and this can lead to bullying. These misunderstandings may be subtle and pass unnoticed. Research shows that even subtle interruptions in social interactions within peer groups can place pupils at risk.

If there is poor deaf awareness or communication barriers have not been addressed, deaf pupils can be particularly vulnerable or experience difficulties in integrating socially and developing good peer relations.

Some of the specific challenges that deaf pupils may experience include:

- difficulty talking in groups, because of other pupils' attitudes
- difficulty making friends because many opportunities to socialise take place in the noisiest parts of the school
- worrying that they will not understand what is being said or that their peers will misunderstand them.

"I often have problems with my friends – I've missed what's been said and gone before, then we misunderstand."

Deaf pupil

In addition, social acceptance among peers requires an understanding of social norms but hearing children often acquire these through 'incidental learning' (through listening to background conversations and chatter), which deaf children may struggle with.

³ Deaf young people were asked through an online poll on the NDCS Buzz website: "Have you been bullied because you are deaf?". 604 replied of which 42% said yes whilst 24% said sometimes (totaling 66%). 34% said no.

This can result in deaf pupils lacking the social skills or confidence to fit in easily with their peer group, making them more vulnerable. For example, deaf pupils may not always have a developed understanding of ‘communication etiquette’ and can be singled out if they do not respond in social situations in a way that’s considered appropriate by others in the group. Deaf pupils may also be unaware of current social language, slang and ‘street talk’.

Absences from school

Research suggests that pupils who are repeatedly absent from school can be marked out as ‘different’. Deaf pupils, for example, may be required to attend audiology appointments during school time.

There is also evidence that particular forms of support for disabled pupils can increase their vulnerability. Being seen as ‘in need of help’ and isolation from teachers and peers are risk factors. This may apply to deaf pupils who are taken out of the classroom for additional support from, for example, a Teacher of the Deaf or a teaching assistant.

Appearance

Disabled pupils and young people are often bullied simply because they are seen to be ‘different’ from other pupils and young people. A deaf pupil may be singled out if they use sign language, have additional needs, or wear and use equipment such as hearing aids, cochlear implants and radio aids. If a deaf pupil experiences communication difficulties, this can also lead to them being identified as ‘different’.

The following section sets out some of the simple and specific actions that you can take proactively to prevent bullying of deaf pupils.



Preventing bullying

Equality and anti-discrimination legislation requires schools to be proactive in eliminating disability related harassment and promoting more positive attitudes towards disabled pupils and young people.

Schools will already have their own definitions of bullying and have established anti-bullying policies. There is usually no need to create separate policies to prevent bullying of deaf pupils. However, steps should be taken to ensure that anti-bullying policies incorporate and reflect the needs of deaf pupils.

The policy should:

- highlight prevention strategies to support deaf pupils
- include indicators and symptoms relevant to the deaf pupils in your school
- ensure procedures meet the communication needs of deaf pupils
- involve deaf pupils in the review and any updates.

In terms of highlighting prevention strategies to support deaf pupils, you should think about how you can:

1. Create a safe school environment that addresses the vulnerabilities of deaf pupils to bullying by:

- promoting deaf awareness and positive attitudes to deafness
- ensuring deaf pupils can access safe or quiet zones
- checking that deaf pupils understand what cyberbullying is and how to protect themselves
- checking you have systems in place for reporting and monitoring
- thinking about the needs of deaf pupils in any staff training on bullying
- supporting deaf pupils in extra-curricular activities.

2. Develop the social skills, confidence and resilience of the deaf pupil by:

- developing deaf pupils' language skills
- teaching social skills and developing peer relations
- helping to develop deaf pupils' understanding of social norms and what bullying is
- providing opportunities to develop confidence and self-esteem.

The following sections provide more information on some of the specific strategies that can be adopted. You should consider how deaf pupils themselves can be involved in the development of these strategies to ensure that they themselves benefit from them.

Creating a safer school environment

Promoting deaf awareness and positive attitudes to deafness

It is important that all pupils develop knowledge and understanding of diversity and that there is a whole school ethos to underpin this. Disabled pupils have spoken about understanding and valuing difference and disability as an effective way to prevent bullying occurring in the first place.

Promoting diversity

There are lots of different ways in which schools can promote positive attitudes towards deafness and disability. One approach used at NDCS events for deaf children and young people to promote diversity is an activity called 'we're all different'.

The activity highlights some of the ways that deaf children and young people may be different and the implications of their behaviour. For example, the activity runs through the different communication options used by deaf children and young people and displays the different audiological equipment that may be used. It then also considers how deaf children with additional needs – such as those with autism or visual impairment – may be different.

The activity finishes with a reminder that deaf children and young people still want to 'be friends' even though they may be 'different'.

Deaf pupils say that it is helpful if their peers understand the problems presented by deafness and how to support them. Providing deaf awareness training for all staff and pupils will also help highlight the communication needs of deaf pupils.

You should carry out any deaf awareness training in consultation with deaf pupils and a Teacher of the Deaf. Some deaf pupils may feel confident in delivering part of the training themselves. Others may not feel comfortable about drawing attention to themselves as deaf individuals. Where this is the case, you will need to consider a more subtle approach to raising awareness.

Look, Smile, Chat

Developed by members of the NDCS Young People's Advisory Board, the Look, Smile, Chat campaign features a range of resources to help deaf teenagers break down communication barriers at school. All the resources set out simple tips to promote understanding of the impact of deafness among a deaf pupil's peers.

For more information, visit youngpeople.ndcsbuzz.org.uk/looksmilechat.

Safe or quiet zones

Some deaf pupils have spoken about wanting safe places to go if they are at risk of being bullied. These include areas where supervised activities take place that they could choose to go to. Ask pupils which parts of school make them feel most vulnerable and what changes would make them feel safer in the short term whilst you address concerns about 'unsafe' areas.

Deaf pupils may also particularly value 'quiet' zones where they can interact more easily with their peers, free of noise and distractions.

Cyberbullying

Cyberbullying is when a person or a group of people use the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.

Cyberbullying can be particularly difficult for children to deal with because:

- it can happen at any time of day or night and within the home
- it can be done anonymously, which makes it difficult and sometimes impossible to trace the source of information posted on the internet
- it can reach a wide audience very quickly
- it is very difficult to delete inappropriate messages once they are posted on the internet.

Some deaf pupils may miss out on information about cyberbullying. When information is being given to pupils around e-safety and cyberbullying, you should therefore check that:

- the deaf pupil was present when this information was delivered
- that the information was given in an accessible way (for example, it was given via a video clip that was subtitled) and
- whether they need additional support to understand the breadth of issues and the risks associated.

There are a range of resources available to help support understanding of cyberbullying, including some targeted at deaf children, which are set out at the end of this booklet.

Reporting and monitoring

Some deaf pupils may be less likely to share concerns with staff or to 'tell' if they are being bullied so it is important to be more proactive in seeking their views and to check they know who to tell if they are being bullied and that they feel confident in doing so.

Make sure deaf pupils are aware of the different reporting systems that they can use if they don't feel confident enough to tell an adult face to face. This could include a reporting box, email or text system. It is also important that deaf pupils know that the school cannot promise confidentiality but that the information will be shared on a need to know basis so that the issue can be resolved.

You should also ensure that your school has systems in place to monitor incidences of bullying against deaf or other disabled children to help identify if more focused interventions and preventative work is needed.

Training

Many schools will already have established training programmes in place to prevent and address bullying. As part of this, staff should be knowledgeable about the different forms of bullying and the vulnerability of some pupils to bullying, including those who are deaf. Staff should also be aware of specific ways in which deaf pupils may be bullied, including by:

- using made up signs
- turning away from a deaf pupil on purpose so as to exclude them
- getting 'attention' too forcefully
- whispering on purpose in order to exclude them.

Deaf pupils who are isolated from their peer group, for example through separate teaching arrangements or by the presence of adult support can be at greater risk. Staff who work directly with deaf children should be aware of this risk and take steps to mitigate against this by, for example, encouraging wider pupil engagement with individual deaf pupils and/or making sure that other peers know why deaf pupils are being given additional or separate support.

Outside school

Deaf pupils need the same opportunities as their peers to join in activities outside of schools. In an Anti-Bullying Alliance survey over a third of respondents thought bullying outside of schools was more worrying than bullying in schools because "adults were not around". This had a significant impact on their ability to learn and feel safe and secure in their environment. Schools should consider how the above strategies can also help prevent bullying outside of school, as well as inside.

After-school clubs, including those run by external organisations, should meet the pupil's communication needs and make reasonable adjustments to ensure they can participate. Deaf pupils may need encouragement to join in and seek reassurance about the support they will receive.

Involving parents

Make sure parents are informed on the policies and procedures and how to look for signs of bullying and how to report concerns. Provide guidance and communication with families to continue messages at home, particularly where you believe the deaf child would benefit from further reinforcement of these messages, such as on, for example e-safety and cyberbullying.



Developing the social skills, confidence and resilience of the pupil

Developing language

Direct work on language and communication skills has a central place in the development of responses to the bullying and victimisation of disabled pupils. This is because improving deaf pupils' language and communication skills will improve peer relations and reduce their vulnerability to bullying. Bullying can therefore be reduced by ensuring that language and communication is at the centre of the curriculum and that deaf pupils who need support in this area, receive it.

Your child's Teacher of the Deaf or your local specialist education support service for deaf children can provide further advice in developing language and communication.

Teaching social skills and developing peer relations

Developing deaf pupils' social and interactional skills should be regarded as a priority. You should identify ways to support this through the curriculum and consider if more direct instruction or encouragement would benefit the individual deaf child. Some deaf pupils, for example, may benefit from additional support to develop their empathy skills and respect for others so that they are better aware of other pupils' feelings.

Peer mentoring and peer mediation have been identified as two key methods of responding to bullying in deaf and other disabled pupils. These can take a range of forms such as befriending, buddy schemes and peer mentoring, depending on what is most suitable for your school.

Understanding social norms and bullying

As mentioned earlier, deaf pupils can face barriers to incidental learning (learning about social norms through picking up chatter and conversations around them). They may therefore need additional reinforcement through individualised support and interventions when it comes to understanding social norms around behaviour. They may also need support to recognise what 'bullying' is.

It is important that school staff help the deaf pupil to understand the concept of bullying and the different types – that all pupils tease and are teased but unacceptable levels should be challenged and personal toleration levels should be respected. Deaf pupils may need to be taught the difference between 'banter' and language that is derogatory/discriminating if they are to understand or appreciate that they are being bullied.

Many disabled pupils and young people speak of how sometimes they didn't understand that their own behaviour could be perceived as bullying by others. Some deaf pupils may therefore also need support to understand how their own behaviour might be perceived by others.

Monitor the outcomes of any interventions and discuss follow up strategies with the child to ensure they are effective.

"I attended a one day training session with a focus on bullying. It included looking at why people bully others, looking at different scenarios and deciding if these were incidences of bullying or just falling out. We talked about the power of a smile and when to stop trying to be friends with someone and walk away. I now know what bullying and cyber bullying are and what is not. I feel more confident in my understanding and what support is available."

Deaf pupil in a secondary mainstream school



Providing opportunities to develop confidence and self-esteem

Some deaf pupils may not have a positive view of their own deafness or do not feel empowered to overcome communication barriers or difficulties that may arise. Deaf pupils need to be given opportunities to succeed and receive meaningful praise to enhance their confidence and self-esteem. They also need to have opportunities to fail, to enable them to develop the resilience skills to repair situations and learn from them.

A range of resources, including *Healthy Minds* by NDCS and *Personal Understanding of Deafness* by the Ear Foundation, have been created to increase deaf pupils' understanding of their own deafness and improve their self-esteem.

Healthy Minds

The Healthy Minds training and accompanying resource offers support for professionals working with young deaf people aged eight and above to improve their emotional health and well-being. The resource gives step-by-step guidance on how to encourage young deaf people to achieve a 'healthy mind' and explores ideas on creating strategies to prevent low self-esteem and poor mental health.

For more information, visit www.ndcs.org.uk/healthyminds.



What to look for and what to do

Identifying bullying in deaf children

Your school's anti-bullying and e-safety policies and training programme will have highlighted the signs of bullying to look for in all pupils. Many of the signs of bullying in deaf children will be the same as for their peers and could include:

- disruptive behaviour
- quality of school work failing
- becoming anxious and stressed about going to school
- changes to appearance
- lost or damaged possessions
- faking illness to miss school
- loss of friends
- sitting alone in class
- becoming withdrawn and not taking part in lessons
- bullying others. Evidence shows that children who are bullied sometimes resort to bullying others.

Because of the vulnerability of deaf children and young people, you will need to exercise particular vigilance and take the time to observe and monitor the interaction between deaf and other pupils. This will ensure that any bullying of deaf pupils is identified promptly. Vigilance is especially needed if deaf pupils experience communication difficulties.

It is particularly important not to allow any presumptions about deafness to cloud your judgement on whether a child is being bullied or not. For example, if a deaf child is quiet and withdrawn, it should not be presumed this is because they are deaf, but should be investigated as a sign of potential bullying.

Responding to incidences of bullying

Schools will already have procedures in place for the reporting of and responding to bullying. Where deaf pupils are involved it is also particularly important to ensure good communication. Below we set out some additional considerations to ensure that good communication is in place when dealing with bullying involving deaf pupils.

- Ensure that deaf pupils know who they can speak to about bullying. This should be a member of staff who is familiar with the child's communication needs.
- Communication often becomes more difficult for pupils when they are upset, particularly if they have difficulties expressing themselves. Give deaf pupils plenty of time to explain what has happened as they may take longer to tell you what they want to say. If the pupil communicates using sign language, ensure that you have identified a trained person with the correct skills to engage with the child.
- Where there is a difficulty in communication, encourage the child to use a variety of mediums to explain their concerns such as drawing or using props.
- For deaf pupils 'telling' needs to be in a visually and aurally private area, as well as one in which there is minimal background noise and distraction.

If a deaf child is going to 'tell' about bullying they need to have confidence in your communication skills on a day to day basis. Below we set out some key points to remember.

- Make sure you have the pupil's attention before starting to speak or sign to them.
- Face the deaf pupil when you are talking. Try to get down to their level if possible and always leave enough room for them to see your face clearly.
- Speak clearly and at a normal pace. Speaking too slowly or shouting will distort lip patterns and can make it difficult to lipread.
- Make sure there is good lighting so that your face is not in the shadow.
- Try to make sure that background noise is kept to a minimum and if the child has a radio aid, make sure this is used properly.
- If you need to use an interpreter or a communication support worker, ensure they have advanced sign language skills and that you talk directly to the child (and not via the interpreter).
- Check that the deaf pupil understands what you have said throughout. Try and do so in a subtle way as some deaf pupils may not like admitting they have not understood. Avoid asking questions that can be answered with a yes or no as many deaf pupils may say yes, regardless of whether he/she has understood or not.
- Never give up. If stuck, try communicating in a different way or writing it down.

You can download a poster with more communication tips from the NDCS website at www.ndcs.org.uk/commsposter.

Flyers and posters can also be ordered from the NDCS Freephone Helpline at 0808 800 8880.

Useful resources

There are a wide range of other resources that can be used to prevent or tackle bullying or which provide further advice. The below are not exhaustive.

Some of the resources below are for use with all children. We have tried to list resources which are accessible to deaf pupils but, if there is any video or spoken material, you should always check that they are accessible.

Anti-Bullying Alliance

Research on Special Educational Needs and Disabilities

www.anti-bullyingalliance.org.uk/research/sen-disabilities.aspx

Cyberbullying and Children and Young People with Special Educational Needs and Disabilities: Guidance for teachers and other professionals

www.anti-bullyingalliance.org.uk/schools-the-wider-sector/cyberbullying

Childnet International

Let's Fight it Together. What we can all do to prevent cyberbullying

www.childnet.com/resources/lets-fight-it-together

Childline DeafZone

Features short signed video clips for deaf young people on cyberbullying and staying safe online.

www.childline.org.uk/Deafzone

Contact a Family

A Guide to Dealing with Bullying: For parents of disabled children

http://www.cafamily.org.uk/media/721109/caf_bullying_guide_9_may_2014_web.pdf

Department for Education (England)

Preventing and Tackling Bullying

www.education.gov.uk/schools/pupilsupport/behaviour/bullying/fo076899/preventing-and-tackling-bullying

Department for Education (Northern Ireland)

Pastoral Care in Schools: Promoting positive behaviour (2001)

www.deni.gov.uk

The Described and Captioned Media programme

This American organisation provides a range of accessible resources on bullying.

www.dcmp.org/bullying/

NDCS Buzz

This website for deaf young people includes information on bullying and signposts to a range of other accessible resources.

www.buzz.org.uk

NSPCC

Safe: Personal safety skills for deaf children

This includes information on bullying in British Sign Language.

www.nspcc.org.uk/Inform/publications/safe_wda58697.html

Thinkuknow

They have developed a video resource called *Sam's Real Friends* which looks at how deaf pupils can protect themselves online. Sign language and subtitles are included.

www.youtube.com/watch?v=tBmW7OlQLdI

Ofsted

No Place for Bullying (England) (2012)

www.ofsted.gov.uk/resources/no-place-for-bullying

Scottish Government

A National Approach to Anti-bullying for Scotland's Children and Young People (2010)

www.scotland.gov.uk

Welsh Assembly

Respecting Others: Anti-bullying guidance circular 23/03 (2012)

www.wales.gov.uk

Ensuring effective inclusion in the classroom

As well as the specific resources already listed throughout this booklet, NDCS has produced a range of publications for mainstream teachers in different settings outlining how they can ensure effective inclusion in the classroom and implement some of the strategies set out in this resource. These include the *Supporting the Achievement of Deaf Children* resources (available online at www.ndcs.org.uk/supportingachievement) and *What are you Feeling? A guide to teaching emotional literacy in the classroom*, for use with primary school children.

All NDCS resources can be ordered for free from the NDCS Freephone Helpline at **0808 800 8880**, by email at helpline@ndcs.org.uk or downloaded from www.ndcs.org.uk.

In addition, the local specialist educational support service for deaf children or your pupil's Teacher of the Deaf may be able to give further advice.



Photo posed by models

Useful organisations

There are many organisations and websites that provide advice and resources and the below should not be taken to be exhaustive. Some organisations offer a range of resources for use with pupils, some of which have been listed previously. Many of these will have been developed for mainstream settings. If you plan to use these with a deaf pupil, especially where there is video or spoken material, please ensure that they are accessible.

Anti-Bullying Alliance

A coalition of organisations and individuals working together to stop bullying and create safe environments in which children and young people can live, grow, play and learn. They provide advice and expertise in relation to all forms of bullying between children and young people.

www.anti-bullyingalliance.org.uk/1198

Anti-Bullying Network (Scotland)

Scottish organisation providing anti-bullying support to school communities on the internet, with a parents' and young people's section.

www.antibullying.net

Beatbullying

A bullying prevention charity with an emphasis on working directly with children and young people.

www.beatbullying.org

Bullies Out (Wales)

Information and advice for children, young people and adults in Wales.

www.bulliesout.com

Bullying online

Online advice for parents, teachers and children who are being bullied.

help@bullying.co.uk

www.bullying.co.uk

Childline

Helpline for children offering emotional support and counselling on any issue, including bullying.

Helpline: 0800 1111 (24 hours). Can also contact by email or online chat.

www.childline.org.uk

Childline Deafzone

www.childline.org.uk/deafzone

Childnet International

Provides specialist resources for young people to raise awareness of online safety.

www.childnet.com

Contact a Family

National charity for families with disabled children. Offers support, information and advice on topics including bullying.

Helpline: 0808 808 3555

www.cafamily.org.uk

Digizen

Provides information for professionals, parents and young people on issues such as social networking and cyberbullying.

www.digizen.org

Education Support for Northern Ireland

Information for parents, students and teachers about bullying and other issues.

www.education-support.org.uk

Equality and Human Rights Commission (England, Scotland and Wales)

Provides information and guidance on human rights, including disability discrimination.

www.equalityhumanrights.com

Equality Commission for Northern Ireland

Provides information and guidance on discrimination and human rights issues, including disability discrimination.

Phone: 028 90 500 600

www.equalityni.org

Kidscape

UK charity established specifically to prevent bullying and child sexual abuse.

Anti-Bullying Helpline for Parents: 08451 205 204

www.kidscape.org.uk

Northern Ireland Anti-Bullying Forum (NIABF)

A coalition of organisations working together to end bullying of children and young people.

www.niabf.org.uk

NSPCC (England, Scotland and Northern Ireland)

Provides information, advice and counselling to anyone concerned about a child's safety.

Helpline: 0808 800 5000

Text: 88858

help@nspcc.org.uk

www.nspcc.org.uk/reportconcern

Parent Partnership Services

Parent Partnership Services (PPS) offer advice and support to parents and carers of children and young people with special educational needs. They are free, impartial and confidential services available in every local authority.

www.parentpartnership.org.uk

Respect Me (Scotland)

Scotland's anti-bullying service

Helpline: 0844 800 8600

www.respectme.org.uk

Thinkuknow

Latest information on websites, mobiles and new technology. Website created for young people by the Child Exploitation and Online Protection Centre (CEOP).

www.thinkuknow.co.uk

UK Safer Internet Centre

For e-safety tips, advice and resources to help children and young people stay safe on the internet

www.saferinternet.org.uk

About the National Deaf Children's Society

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people across the UK.

We produce a range of free resources for professionals to support them in raising outcomes for deaf children. These include:

- *Supporting Achievement for Deaf Children in Early Years Settings*
- *Supporting the Achievement of Deaf Children in Primary Schools*
- *Supporting the Achievement of Deaf Children in Secondary Schools*
- *Supporting the Achievement of Deaf Children in Further Education*
- *Supporting the Achievement of Hearing Impaired Children in Special Schools*
- *The Secret of Words: A programme to develop deaf children's literacy*
- *Memory and Learning: A programme to support deaf children with their working memory*
- *Here to Learn DVD*
- *Phonics Guidance*

We also provide a range of information and support to deaf children and their families including:

- Events for deaf children and young people
- Family weekends
- A team of family officers who provide information and local support for families of deaf children across the UK
- A Freephone Helpline offering clear, balanced information
- Technology Test Drive – an equipment loan service that enables deaf children to try out equipment at home or school
- A wide range of free resources for families in a range of formats and providing information on education, financial support and childhood deafness
- A number of our publications provide information to families on how they can support their deaf child's learning and development, including:
 - *Communicating with your Deaf Child*
 - *Helping your Deaf Child to Develop Language, Read and Write (3 to 4 years)*
 - *Helping your Deaf Child to Read and Write (5 to 7 years)*
 - *Helping your Deaf Child to Read and Write (7 to 11 years)*
 - *Helping your Deaf Child to Develop Early Maths Skills (3 to 4 years)*
 - *Helping your Deaf Child to Develop Maths Skills (5 to 11 years)*
 - *Using Phonics to Develop your Child's Reading and Writing Skills*

To order any of our free resources, visit www.ndcs.org.uk/publications or contact NDCS Freephone Helpline by telephone at 0808 800 8880, email us at helpline@ndcs.org.uk or use our live chat service at www.ndcs.org.uk/livechat.

Are you a professional? Join NDCS for free today to get news and support on working with deaf children and young people.

Information

You can get regular updates on new resources, training and events from our regular newsletter, aimed at professionals.

We also have more than a hundred free publications at www.ndcs.org.uk/info, covering everything from education and communication, to financial support and technology.



Technology loans

We have more than 80 different products, ranging from the latest radio aids to listening devices and accessories, available on a free short term loan from our Technology Test Drive.

To find out more about the products on offer and how they can help deaf children, go to www.ndcs.org.uk/technology.

more information
people.

To join go to
www.ndcs.org.uk
or contact our
Freephone Helpline
on **0808 800 8880**.

Families can join us too!

We also support families, with hundreds of helpful resources about deafness, free events where families can meet and support one another, a quarterly magazine, and much more.

If you work with a family who could benefit from our support, direct them to our website or Freephone Helpline to become a member.



Support

You can get extra support if you need it from our Freephone Helpline.

We're open:

Monday to Thursday 9.30am–9.30pm

Friday 9.30am–5pm

You can get in touch with us on **0808 800 8880**, at www.ndcs.org.uk/live or helpline@ndcs.org.uk.

There's lots we can do for you –
visit www.ndcs.org.uk to find out more.

Public



NDCS is the leading charity dedicated to creating a world without barriers for deaf children and young people.

**NDCS Freephone Helpline:
0808 800 8880 (voice and text)**

Email: helpline@ndcs.org.uk

www.ndcs.org.uk

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