

Cued Speech Association UK

Strategic Plan April 2017 - March 2021



makes spoken language visible
for deaf babies, children and adults

Charity information

Charity Name	Cued Speech Association UK (CSAUK)
Legal Structure	Charity registered in England and Wales, no. 279523 Company Limited by guarantee, no. 1477997
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Registered Address	The Forces, Forces Cross, Totnes, Devon, TQ9 7DJ
Charity Reach	The charity works UK-wide
Date the Charity was Founded	17th April 1978
Employees	Currently: 5 part-time (equivalent to 3.5 full-time)
Trustees	Currently 8

**Cued Speech gives deaf children
the English tools to succeed.**

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Why our charity is needed

What is Cued Speech?

Cued Speech is a unique, ground-breaking way to help deaf children and adults to quickly understand their native language so that they can integrate into family life, school and wider society.

Cued Speech was developed 50 years ago, and there is now a substantial body of research which demonstrates its effectiveness.

It is a simple system which clarifies lip-reading for deaf babies, children and adults. The adults around the deaf child use eight handshapes in four positions together with the lip-patterns of normal speech to clarify visually what they say. The system can be learnt in only 20 hours by parents of deaf children and the professionals who support them, making Cued Speech economical to deliver and giving almost instant support to deaf babies, children, and their families.

What are the problems Cued Speech seeks to solve?

When a deaf child is born into a hearing family, they do not have a natural ability to understand and communicate in English. Although cochlear implants and modern hearing aids can be effective, they are not suitable for all. When they are suitable, even in the best of cases, they only become effective from the age of about two. A hearing child, however, has been hearing English since birth, and it is recognised that the first three years of full English language input are crucial to the later development of language and literacy. For many deaf children, family life can be limited very significantly, sometimes almost entirely, by their inability to hear and to understand. This prevents many deaf children from getting their feet on the ladder of learning to communicate. The inevitable result is that their education and literacy are badly affected, leading to narrower, less fulfilled adult lives.

Without Cued Speech, only about 35% of what is spoken can be accurately lip-read – not enough to learn language. British Sign Language (BSL) does not solve the problem – it is not English and, like foreign languages, it takes many years to learn, with the result that hearing parents are unable to be language models for their deaf children in the vital very early years. Also, BSL does not provide access to non-signing family members and to the wider community.

With Cued Speech 'lip-reading' levels increase from around 35% to 96%, enabling deaf children to see 'speech' and so understand complete spoken language – in a similar way and at the same speed as hearing children.

Cued Speech gives full communication in English (or another home language) from babyhood at home, and age appropriate literacy at school. Literate deaf children grow up to reach their academic and economic potential.

Cued Speech is very cost-effective

The cost of low literacy levels is estimated by the Every Child a Chance Trust to be £64,000 (over the lifetime of one individual). Research shows that deaf children brought up with Cued Speech can be fully literate.

Over the past couple of years the average cost of training a parent or professional to use Cued Speech has been £250, which is a fraction of the costs incurred in dealing with the lives of those with poor literacy.

Deaf children who can use English and are literate can grow up to play a full part in the family and society, and can reach their educational potential and be competitive in the job market.

For more about evidence and social return:

Appendix 1 – Why Cued Speech is important

About the Cued Speech Association UK

Our aim: to give deaf and hearing impaired babies, children and adults full access to English through Cued Speech so that they can acquire the communication and literacy skills they need to reach their potential.

Our vision: to prevent the tragedy of most deaf children's life-long social, educational and employment problems, caused by poor understanding of English, by making Cued Speech available to all who need it.

Our mission: to provide information about and training in Cued Speech to parents of deaf children, and to the professionals who support them, so that deaf children can communicate fully at home and school, enabling them to 'belong' in their environment. With the complete understanding of English and literacy that Cued Speech use gives, deaf children can grow up to play their full part in society and to reach their academic and economic potential. They can use their understanding of English to control their own lives. We work to vastly increase the numbers of deaf children benefiting from Cued Speech.

Our core values:

- **Accessible** – support is accessible to all.
- **Responsive** – personalised advice from knowledgeable professionals, and training that can be set up within a few days.
- **Proactive** working to ensure that deaf children who need visual access to English are able to receive it.
- **Independent** – Cued Speech can be, and is, used to complement the use of BSL or of hearing aids and implants, so that, unlike organisations which only promote one solution for deaf children, we are free to challenge low national expectations and policies that damage the life chances of deaf children, and to promote the best outcomes without restraint.
- **Together** – for greater strength and impact we work cooperatively with other organisations and professionals.
- **Cost-effective** – delivering value for money, both in our delivery of training and in the social and economic outcomes of the deaf children who are brought up and educated through Cued Speech.

Our principal objectives: to provide information about and training in Cued Speech throughout the UK for all who need it. Training must be affordable and delivered in various ways so that it can be widely accessed, for example by tired parents with very small deaf babies and busy professionals.

The Cued Speech Association UK: The charity was originally founded in 1975 and became independent in 1978. It is stable and has experienced and committed Trustees, staff and volunteers, good partnership working relationships with other organisations, a record of success and a bank of resources and skills on which to draw.

We plan to create a virtuous circle of higher expectations for deaf children, hand in hand with a higher profile for Cued Speech, leading to more children benefiting and a consequential further increase in demand. This would also result in an increase in earned income and would put our charity in a stronger position to help those in need.

Additional information:

- Appendix 2 – About the Cued Speech Association UK
- Appendix 3 – Current personnel/partners
- Appendix 4 – Operations

The context in which we work

Our work is unique

No other organisations provide information about and training in Cued Speech, although some other organisations pass on information which we provide.

We promote the inclusivity of Cued Speech – the system works very well to support the use of implants and hearing aids and bilingually with BSL.

Our 'competitors' are organisations that seek to persuade parents that their solution is the best and should be used exclusively. There are, for example, those who say that the natural language of deaf children is BSL and that deaf children cannot be expected to understand spoken language, and others claim that a hearing aid or cochlear implant alone is sufficient. Sometimes, such views are in strong opposition to one another. By promoting a very narrow intervention, they can severely limit the opportunities that deaf children have, and, at worst, deaf children can fail to become part of their own family and can fail to understand English.

Numbers

There are an estimated 800 deaf children born annually, almost all of whom could be helped by Cued Speech. Even moderately deaf children struggle in noisy situations such as schools, and could be helped by Cued Speech, although not in the life-changing way that severely or profoundly deaf children are helped.

Those who would benefit most are (a) the profoundly deaf who are not able to benefit from hearing aids or implants (probably around 100 per annum newly diagnosed, plus the 'backlog' of children who currently do not have access to English), and (b) the very significant number of children who are implanted but subsequently fail to acquire a practical understanding of English.

The needs of different age groups of deaf children

There is ever-increasing evidence of the importance of language input (through general conversation and play) for brain development in the years 0–3, but there is insufficient general awareness of this and very little understanding that it can be achieved through Cued Speech.

Increasingly we are seeing the deaf children who need our help falling into two distinct groups:

1. Babies and toddlers who can't benefit from hearing aids or implants in the early months and who need access to the home language (through Cued Speech) from diagnosis
2. School-age children who were expected to learn through their aids or implants, but didn't – and who also didn't have Cued Speech and are now falling badly behind.

There is an increasing awareness of the need for deaf children's achievements to echo those of hearing children but not sufficient awareness of how Cued Speech can make that happen. Supporting families with deaf babies and very young children to use Cued Speech has the potential to transform the outcomes of these children.

The Strategic Plan

Overview

The charity's specific, UK-wide aims for the four years from April 2017 are:

1. To very substantially increase the number of deaf children who reach the age of four years with an understanding of English (or their home language) that is equal to that of hearing children, and thereby reduce their risks of impaired language and associated social, emotional and cognitive difficulties, literacy problems and more general educational under-achievement later on.
2. To significantly improve the English skills of school-age deaf children and young people, by delivering and further developing support to their families and the professionals who work with them.
3. To ensure that the work of the charity is developed and sufficient funds are obtained, both earned (by selling training and services) and through donations and grants, to ensure that it can meet the needs of its beneficiaries in a long-term, effective, professional and sustainable manner.

Aim 1

To very substantially increase the number of deaf children to reach the age of four years with an understanding of English (or their home language) that is equal to that of hearing children.

The project objectives are to ensure that all deaf-specialist professionals, and all parents of deaf babies and young children understand the importance of early language and know how CS can give deaf babies and toddlers access to English (or their home language) without delay, and are trained to use it effectively.

This work will be delivered through a three-year project '**Language for Deaf Babies and Young Children 0–3**', (the '0-3 project') and it will be the new focus of the charity's work for the first three years.

The 0–3 project is needed because general research into the development of language in babies and toddlers increasingly points to the absolute imperative of good quality language input in the years 0-3. Neither of the two common ways to support deaf children: 1) with cochlear implants or 2) using BSL, are effective in the early years when most of the brain development in language takes place. Only the intervention of Cued Speech will give full access to language without delay because it can be learnt in a few days. It is a visual version of speech; a visual version of the home language (usually English) that the parents know already. It aims to give parents two things:

1. the skills of Cued Speech,
2. the knowledge and tools to succeed as their children's first 'teachers', and mobilise them to act on that knowledge and use those tools,

so that many more deaf children can reach the age of four with language which equals that of hearing children.

In order to achieve this we will:

- 1. devise and deliver a new programme to raise awareness and promote training, which will include:**
 - a. raising awareness amongst professionals who work with deaf children that, with access, through Cued Speech, to consistent and fluent language, those children can have equal language access in the earliest years (0–3) and optimum brain development. The work will prioritise professionals who see families at point of diagnosis, notably Teachers of the Deaf and Cochlear Implant teams.
 - b. raising awareness on a national level.
 - c. raising awareness with parents directly.
 - d. promoting the effective use of Cued Speech.

- 2. create and deliver a focused training package that gives parents of deaf babies and toddlers the skills and support to learn Cued Speech, and to use it effectively.** This will include ensuring that parents:
 - a. have an understanding of language development, including an awareness of the importance of early language in general, and how deaf children can have language levels equal to those of hearing children.
 - b. learn Cued Speech.
 - c. have the parenting skills to effectively model language for deaf children.

The training course will include:

- personalised initial intensive tuition/guidance either face to face or through Skype.
- online and hard copy parent support materials.
- videos modelling good language-building behaviour.
- parent support network.
- ongoing regular support.

Current Cued Speech tutors will be given additional training to help families with activities to build language.

- 3. create and deliver resources and training to help professionals support parents of deaf babies and young children, including:**
 - a. The creation of a 0–3 MESH guide to help Teachers of the Deaf to use Cued Speech from diagnosis. MESH Guides (the **M**apping **E**ducational **S**pecialist **k**now**H**ow initiative) are an online, international, evidence-based resource that is being promoted by the British Association of Teachers of the Deaf.
 - b. the creation and delivery of training for professionals, with the aim of giving them the understanding of Cued Speech that is necessary for them to make an informed recommendation to parents to use it.

The 0-3 project will take approximately 60% of the charity's resources in the first two years of the four-year Strategic Plan.

Aim 2

To significantly improve the English skills of school-age deaf children and young people, by delivering and further developing support to their families and the professionals who work with them.

Many deaf children are failing to acquire an understanding of English in the early years. Parents and professionals often come late to the realisation that their child or pupil needs Cued Speech, and at that point they ask our charity for advice and training – long after the optimum time for learning language has passed. The project ‘Language for Deaf Babies and Young Children 0–3’ aims to greatly lessen the number of deaf children in this position in the future, but meanwhile it is imperative that we continue to support the needs of older children and young people.

More structured support would be beneficial. At the beginning of year 2 of the Strategic Plan, building on the considerable experience that our staff and freelance tutors have in this area, we will assess the needs of deaf school-age children and young people. We will then draft a new project, similar to the 0–3 project, to provide a programme of enhanced support and enhanced promotion for school-age children.

This new project is expected to have two streams:

1. School-age children and young people who, for various reasons, have failed to understand, or fully understand, English and need a catch-up programme.
2. School-age children and young people who have had access to English (usually through Cued Speech) in early years and who have an understanding of English which is equal to hearing children, but who need ongoing visual access to English in the classroom.

Fundraising for the new project, which will include more structured support, will start in the beginning of the second half of year 2 of the Strategic Plan. The project will start at the beginning of year 3.

Support work for this age-group will take around 30% of the charity’s work in the first two years of the Plan. In year 3 of the Strategic Plan the charity will need to expand in order to undertake this new project in addition to delivering the work of the 0–3 project. The proportional amounts of time spent on each project from year 3 onwards are therefore not known.

Ongoing outputs which contribute to aims 1 and 2

1. **We will raise awareness by:**
 - reaching parents of deaf children, and the professionals who work with them, with clear, accurate and pertinent information about what Cued Speech is and how it can transform the lives of deaf children by giving them complete access to the language of the home, school and beyond.
 - challenging the needlessly low expectations of deaf children which are widespread in government, in schools and amongst professionals. We can prove that with Cued Speech deaf children can be fully included in the family, achieve good or excellent literacy skills and reach their full potential in life.

The work includes:

- offering a telephone helpline for information
- offering Skype sessions to give support and advice on learning and using Cued Speech
- continual updating of all information materials, with Information Standard certification as appropriate, in all relevant media (website, hard copy)
- a quarterly e-newsletter
- social media/networking
- active promotion of Cued Speech at conferences, appropriate exhibitions, etc.
- keeping up to date with research and making it available
- keeping up to date with hearing technologies and their impact
- liaising with parents with reference to the ‘Local Offer’
- updating the charity’s website with latest news, articles, relevant information and videos

- responding to government papers and to requests for feedback where relevant to deaf children and their education
 - partnership work with other relevant organisations to drive up outcomes for deaf children.
2. **We will continue to ensure that easily accessible and affordable Cued Speech training is available for all** (with bursaries for parents who need financial support) in a variety of formats to meet the expressed needs of our users.

The work includes:

- provision of training to all who request it
- the administration of the training process and of the bursary fund
- Cue Camp
- providing and updating training resources
- general tutor training
- general examiner training
- exam delivery, marking and administration (currently done by our charity)
- the development of new training materials.

Some of this work is self-funded; for example, exam fees cover the cost of their delivery and professionals pay for their training.

For year 1 (2017–2018) the administration of training and the creation of new training materials are part-funded by Children in Need (CiN). We will seek CiN continuation funding for year 2.

Assessing outcomes for aims 1 and 2

We will assess success against the following criteria:

1. Many more deaf children will reach the age of four having been able to fully participate in family life.
2. Many more deaf children will acquire a full, internalised language through Cued Speech that, at age four, is equal to that of hearing peers.
3. Deaf children will have increased confidence.
4. Deaf children will have increased literacy levels.
5. Older deaf children will have increased participation in family life.
6. Greatly increasing numbers of professionals, academics and policy makers will know that Cued Speech makes it possible for all deaf children to fully understand English from babyhood and consequently that deaf children need not fail.

To assess the work we will:

- monitor the increase in numbers of people learning Cued Speech, and the increase in professionals recommending Cued Speech
- use questionnaires and a review of relevant literature to assess professionals' attitudes
- use annual questionnaires to assess the deaf children's outcomes against the criteria above.

We will continue to use Social Impact Tracker software to track the outcomes of the deaf children whose parents we train.

In addition, the 0-3 project will seek to develop a partnership with an academic body. During the first year of the project they will be commissioned to assess, throughout the project, the impact on the babies and children whose parents undertake the training. The assessor will produce a publishable 'end of project' report and the expected positive outcomes will be used to further publicise the project and to give evidence to local authorities on the cost-effective nature of the training. This should encourage Local Authorities to pay for the cost of parents' training, and thus provide a source of income once the project comes to an end.

Aim 3

To ensure that the work of the charity is effectively administered and appropriately developed, and sufficient funds are obtained, both earned and through donations and grants, to ensure that it can meet the needs of all its beneficiaries in a long-term, effective, professional and sustainable manner.

Administration includes governance and accountancy, the management of contracted-out personnel, impact monitoring, and evaluation and fundraising.

This work will include assessing the competing priorities of additional work that will meet specific needs, such as:

- the accreditation of our exams
- the development of a professional qualification in Cued Speech Transliteration
- the development of franchised training
- support for deaf and deafened adults
- increasing the effective marketing of the resources we have for sale
- working more closely with academics in the UK, and also with those doing similar work in the US and Belgium, to identify Cued Speech topics for research and targeted dissemination.

Some of these work streams, such as support for deaf adults, will continue as required. Additional resources will be sought for areas of work as they are prioritised. Meeting this objective accounts for approximately 10% of our work per annum.

A brief timetable

Year 1

First year of the 0-3 project.

Second (last) year of a previous project to develop materials to support parents using and learning Cued Speech and to subsidise the administration of training (funded by CiN).

Ongoing support for school-age deaf children and young people.

Year 2

Second year of the 0-3 project.

Possible follow-on project to further develop training and support materials.

Ongoing support for school-age deaf children and young people.

Draft and fundraise for (new) project for enhanced support and enhanced promotion of support for school-age deaf children and young people.

Year 3

Third and final year of the 0-3 project.

First year of a new project for school-age deaf children and young people with enhanced support and promotion.

Review, draft and fundraise for additional projects as prioritised during our development work, listed in objective 3.

Year 4

Continue to deliver the support devised by the 0-3 project.

Consolidate the 0-3 project by publishing, publicising and disseminating research, outcomes and case studies.

Second year of the project for school-age deaf children and young people with enhanced support and promotion.

Review, draft and fundraise for additional projects as prioritised during our development work, listed in objective 3.

Methodology

This Strategic Plan has been written with input from charity Trustees and staff, most of whom are also Cued Speech users. It also takes into account input and feedback about the work of CSAUK from families and professionals who have been trained by the charity.

SWOT analysis

Strengths

- The Cued Speech Association UK is unique: no other organisation in the UK provides information about and training in Cued Speech. It is also stable; it started providing services in 1975, as a part of larger charity, and has been independent since 1978.
- It has exceptional human resources, with a body of dedicated staff, freelance workers, committed Directors and volunteers, all highly skilled and totally committed to Cued Speech.
- It has good forward planning and excellent financial management, is adaptable and takes advantage of technological advances.
- The use of Cued Speech is very cost-effective.
- Cued Speech is the only way in which deaf children can learn English without hearing it.

Weaknesses

- It has been regularly under-resourced in terms of funding and staff.
- Cued Speech as a system is not widely understood, although much better known now as a result of past awareness campaigns.
- The climate of low expectations of deaf children, especially in relation to their understanding of English, means that many professionals are not looking to achieve what Cued Speech can deliver.

Opportunities

- There is an increasing awareness of the need for deaf children's achievement to echo that of hearing children, and some professionals are now looking at ways to make this happen.
- There is also an increasing awareness of the importance of language input (through conversation and play) for brain development in the years 0–3.
- In light of failures in the UK, professionals are now questioning past recommendations for the education of deaf children, which opens the way to increased Cued Speech use.

Threats

- Some individuals who are involved and influential in the world of deafness do not fully understand the potential of Cued Speech and question its effectiveness – thus threatening the success of our marketing of our training.
- The sheer quantity and the innovative nature of much of our work, and the impossibility of anticipating the need for responses to relevant Department of Education calls for feedback, can put pressure on staff.
- Underfunding, and the pressure to obtain funds.

Appendices

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1. Why Cued Speech is important

Evidence

Cued Speech can transform the health and well-being of deaf children and their families and positively impact communities and the wider economy. This is well supported by research.

The need for Cued Speech

- Without hearing it can be almost impossible to understand English or any other spoken language. Speech-reading (or lip-reading) isn't much help; it's only possible to lip-read about 35% of what is said¹ and the rest is guesswork, so deaf babies and children can't learn English through lip-reading alone. Hearing aids or cochlear implants are effective for some deaf children, but do not restore normal hearing.
- The use of BSL will give deaf children access to the language of the Deaf community, but it has limitations both in education and in a hearing home. This is because it is a completely different language from English – the language of literacy and education – and it takes years for families to learn it.
- Over 90% of deaf children have hearing parents, and if they can't communicate, they can't play a full part in family life. They can become frustrated and isolated within their own family; behavioural problems are common and communication with the general public can be problematic. They often grow up without the ability to think in full English.
- If deaf children can't fully understand English they will struggle with literacy and education. Recent research with 79 deaf children (aged 10–11) found that 71% were 'poor' or 'extremely poor' readers (set against 2011 standards), and a 'substantial group' of the 29% of 'average' readers were flagged as being at risk of developing reading problems later because of poor language.²

Cued Speech successes

Cued Speech is a visual version of English (and other spoken languages) and its use is supported by a large body of international research. The essential findings (from just a few of the scores of relevant papers) are summarised below.

- Understanding English – without Cued Speech only about 35% of what is said can be lip-read; with Cued Speech this rises to 96%¹, making it easy for deaf children to learn and understand English. More recent research tells us exactly how Cued Speech works.³
- Access to early language – babies and children can absorb their family's spoken language without delay⁴, just as hearing children do. Cued Speech is 'just' the English language, so once the system has been learnt parents and teachers can make the whole of the English language fully visible. Learning Cued Speech is rather like learning to type if you can already write, and can be learnt by a hearing parent or teacher in approximately 20 hours. This means they can convey unlimited content within a few hours of learning, giving them a huge advantage over those trying to learn a whole new language such as BSL where each new word/sign has to be memorised

over time.

- Second generation cuers -- deaf children of deaf parents brought up with Cued Speech are reaching the same linguistic milestones in English as hearing children of hearing parents.⁵
- Belonging and self-esteem – an American study of 32 adults who grew up with Cued Speech found 'high levels of self-esteem and self-confidence, which they credit to their parents' choice of Cued Speech, their early childhood experiences of feeling included in family activities and conversations and in peer groups, and positive feelings of competence and success in school.'¹⁶
- Literacy -- international research demonstrates that deaf children brought up with Cued Speech achieve reading scores equivalent to hearing children^{7 & 8}, and that cueing deaf children acquire phonological abilities better than non-cueing deaf children and comparable to hearing peers⁹. A recent English case study looking at the perception of phonemes in regular non-words found 50% accuracy in spelling non-words (e.g. 'drump') when listening and lip-reading, and 100% accuracy once Cued Speech was added.¹⁰
- Speech production – speech intelligibility was better in Cued Speech-using implanted children than non-Cued Speech-using children.¹¹
- Cued Speech is inclusive -- it helps deaf children get the best from their hearing aids and cochlear implants.¹² On the other hand, whilst Cued Speech was intended by its inventor to be accompanied by an audible spoken message, it gives full access in the absence of any hearing¹³ and it works well when used bilingually with a signed language.

Also:

- Cued Speech has been adapted into 63 different languages and dialects, so it can be used in the home by families for whom English is not the first language, and to give access to modern foreign languages.
- Education becomes fully accessible – teachers can use it to teach literacy and phonics, and to give access to the whole curriculum. Cued Speech is used around the world by professionals to give deaf children full access at school, college and university.

Please see page 18 for the research references.

Social Return

With the complete understanding of English and full literacy that Cued Speech can deliver, deaf children can grow up to play a full part in the family and society, reach their educational potential and compete more equally in the job market. It is no exaggeration to say that the use of Cued Speech can completely transform the lives of deaf children.

The government spends around £40,000 on a single cochlear implant because, for many deaf children, it gives very significantly increased access to English (and all the benefits that brings). But they offer no solution for children who get little or no benefit from implants or hearing aids. Many deaf children who do not have access to Cued Speech have very low literacy levels. The cost to the country of low literacy is estimated by the Every Child a Chance Trust to be up to £64,000 over the lifetime of one individual. Research shows that deaf children brought up with Cued Speech can be fully literate.

Over the past couple of years the average cost of training a person in Cued Speech has been around £250, although there can be a big variation as advice and support for a family with a greater need due to family or social circumstances can cost our charity as much as four times the average. Even the most expensive training and support, if compared with the cost of poor literacy, is extremely cost-effective.

2. About the Cued Speech Association UK

Background

History: Cued Speech was devised in 1966 by Professor R Orin Cornett in the USA and was first used in the UK in 1970. The charity was originally founded in 1975 with the aim of making the system available to British deaf children and their families, and it is now an established and well-respected charity with a proven track record in delivering high quality training and information across the UK.

Key successes of the Cued Speech Association UK:

- The creation of a wide range of information materials, where appropriate with NHS Information Standards Certification, and a comprehensive advisory and information website.
- Training available UK-wide in a variety of formats, printed teaching materials, effective use of Skype to deliver immediately accessible and economic training and an acclaimed e-learning website.
- A body of dedicated and skilled employees, freelance workers and volunteers.
- Increased knowledge in the sector that Cued Speech will give full visual access to English.
- Cooperative partnerships with other organisations such as the Exeter Royal Academy for Deaf Education and the Devon Hearing Impaired Service.
- Active promotion of deaf children's ability to fully access English and the need to support parents when their children are pre-school has led to some significant changes to the 'Code of Practice' that supports the Children's and Families Bill 2014, and to the skills and knowledge that Teachers of the Deaf must acquire during their training. These very significant changes will benefit all deaf children, not only those who use or need Cued Speech.

Challenges:

We have succeeded in dramatically transforming the lives of some deaf children and we have steadily increased the numbers helped; however, we have not made a breakthrough in terms of numbers. Some of the parents we teach do not have effective communication skills (with either hearing or deaf children) and so their use of Cued Speech is less effective. Many deaf children who could be helped by Cued Speech, but who have not had access to it, are still struggling to understand the language used by their hearing family, and are failing to become fully literate and to reach their social and educational potential. Dips in funding from time to time make ongoing work less efficient. Recent research that flags up the vital importance of access to language for all babies and very young children, and the ability of Cued Speech to deliver that, has not significantly changed the actual support that professionals give to deaf babies and children.

Our core work

The principle objectives of our charity are to raise awareness about Cued Speech and to provide training which is accessible to all who need it, throughout the UK. In the past these two functions have been delivered as two separate, regularly reviewed, projects.

We want to achieve change for deaf children from the current situation, which all too often is social isolation, low expectations and poor educational outcomes, to full and easy communication at home and school leading to deaf children 'belonging' at home, fully understanding English, and reaching their academic and economic potential. In order to bring the benefits of Cued Speech to many more deaf children we must not only provide information but also position our work to change the way people think about deaf children's potential to understand English. We must ensure that we can build on their new thinking to change policy and practice, leading to improved outcomes for deaf children and better family cohesion.

Raising Awareness

Our small team of experienced and committed staff and volunteers disseminate information about Cued Speech, and its optimum use, in a number of ways: our website and videos available online; use of social networks; articles and adverts in relevant magazines including that of the British Association of Teachers of the Deaf; face-to-face contact at meetings and presentations, regular lectures – including to trainee Teachers of the Deaf; exhibiting at conferences and relevant exhibitions; printed text; our quarterly e-newsletter (over 1000 copies emailed each quarter); and telephone and e-mail conversations with parents and professionals. We also work in informal partnership with organisations such as the

Communication Trust, and respond to government consultations around relevant legislative changes, such as the Mandatory Qualifications for Teachers of the Deaf.

Delivering training

Our delivery of training is a mix of:

- one and two-day Cued Speech Workshops, suitable for parents and professionals who wish to learn Cued Speech and for professionals who need to pass on accurate information to parents
- face-to-face bespoke training, including Skype training (families can access training at home, and professionals benefit from lower costs).
- a residential weekend-long Cue Camp
- our e-learning website, which is free to use at the request of the extremely talented volunteer who created it with input from our staff and is complemented by use of our e-learning handbook.

A two-year grant from CiN, which will end in March 2018, currently covers the costs of administering training and the HR costs of developing additional training resources.

We also contract out one of our tutors to Exeter Royal Academy for Deaf Education and the Devon Hearing Impaired Service. This work, which brings the charity useful income, is with families and professionals, and is successful and cost-effective.

We charge professionals for training. Our fees are based on the direct cost of delivering the service balanced with what we feel the market will bear. The fees for our contracted-out services are based on the salaries of BSL users who do similar jobs.

3. Current personnel/partners

Staff

The charity has five part-time staff (the equivalent of around 3.5 full-time posts), all of whom have a wide range of skills and work across both our key activities.

The Executive Director (ED): Staff are headed by the Executive Director, Anne Worsfold, whose key responsibilities are: a) taking forward the system of Cued Speech, both in information and training; and b) organisational management: personnel, major report writing, project development, fundraising and management. Due to the retirement of the current ED, a replacement will be recruited in 2017, but, to ensure continuity, the current ED will work in tandem with the new ED for up to three months, and will be available thereafter on a freelance basis.

Other staff: Cued Speech and training specialist: Cate Calder, Educational Development Officer, is partly 'contracted out' to Exeter School for the Deaf and the Devon Hearing Impaired Service. Additionally Cate works two days a week for the charity directly. **Development and fundraising officer:** Louise Creed is responsible for IT services, tracking deaf children's outcomes through the online tool 'Social Impact Tracker', fundraising strategies and managing the fundraising system, and upgrading e-learning. She works with the ED on project development and costing, and on financial management, and is currently contracted to work 16 hours per week. **Training coordinator:** Debbie Hawke efficiently manages training provision via external tutors, liaison with parents and enquirers, day-to-day finances and the office administration. She is currently contracted to work 17.5 hours per week. **Fundraiser/bid-writer:** Prana Simon is a new employee (September 2016) whose responsibilities include writing tasks, mainly fundraising. Her current working hours are 14 hours per week.

Additionally **freelance tutors** are employed as needed. Approximately 15 **volunteers** help the charity in a variety of ways: giving presentations, creating information and tuition materials, writing articles, teaching, examining, and translating.

Current Job descriptions and person specifications are available for all posts.

Trustees and advisors

We have eight very active Trustees with a wide range of expertise. Five are parent or professional users of Cued Speech and include a retired head of a college for the deaf and a lead Teacher of the Deaf. The other three are: a very experienced business person; an accountant/auditor; and a law specialist from a similar, larger 'deaf' organisation who is also a native user of BSL.

In the past two years, we have been given pro-bono advice from three specialists: a semi-retired Regeneration Manager from a Regional Development Agency, who works with public, private and voluntary sector organisations; a PR specialist currently working, very successfully, with another charity; and a Management Consultant with extensive experience in marketing, fundraising and charities.

Strategic partners and alliances

We currently have a useful partnership with Exeter Royal Academy for Deaf Education and the Devon Hearing Impaired Service, both of whom buy in our services.

We also work with other organisations including: the Communication Trust (through our membership of the Communications Consortium); the National Sensory Impairment Partnership (NatSIP) which is especially useful for ensuring that the needs of deaf children who use Cued Speech are not overlooked and in joint replies to consultative documents; and the British Association of Teachers of the Deaf (BATOD).

4. Operations

Premises

Our charity is administered from our registered office near Dartmouth. We moved recently to secure a more flexible lease. We have effective distance working with current home-based staff and tutors, and we are confident that any new personnel could be recruited from and work efficiently from anywhere in the UK.

Environment

The charity pays close attention to delivering services which minimise negative environmental impact. Examples of this over the last year are:

- increased use of Skype training for training instead of face-to-face training, saving many hundreds of miles of travel per annum
- increased use of our e-learning which further cuts down on expensive face-to-face training
- increased use of IT for information dissemination and management
- use of public transport wherever possible
- no longer printing our newsletter but sending an e-newsletter. This has increased our known read-rate.

Information technology

We have good in-house IT skills and trusted and generous local IT support specialists. Our office hardware meets our needs, and we have a comprehensive and up-to-date website.

Ethical/financial practices

We have the following internal practices and policies: Safeguarding Policy, Risk Policy, Complaints Policy and Conflicts Policy, all of which are available from our website or on request. All staff and volunteers who come into contact with children are suitably checked under the provisions set by the DBS and abide by our annually reviewed, comprehensive Safeguarding Policy.

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For further reading see:

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