



# Cued Speech Association UK

Providing information about and training in Cued Speech so that deaf babies, children and adults can understand and use English

## Annual Report 2013

April 2012–March 2013



Complete spoken language  
through vision

# Cued Speech ...

is a simple system which totally clarifies lipreading for deaf babies, children and adults. It uses eight different handshapes in four positions near the mouth together with the lip-patterns of normal speech.

**The language of English is made visible through Cued Speech.** It has been adapted into more than 50 different spoken languages.



Hearing parents of deaf children, and the professionals who support them, can learn the system in only 20 hours. Once the parents of a deaf child use Cued Speech, preferably from babyhood, then their child can learn English easily and without delay; they learn through vision just as hearing children learn through sound.

## Cued Speech ...

- 1 is so effective that it makes the widespread expectation of low achievement for deaf children completely unjustifiable
- 2 is extremely good value for money; because it can be learnt so quickly, tuition is very cost effective
- 3 makes it possible for deaf children to easily reach their social, academic and economic potential by giving them access to English.

Cued Speech transforms the lives of deaf children and their families by enabling them to communicate in the English language (or another spoken language) and to become fully literate.

## The Cued Speech Association UK

(CSAUK) is the only organisation which provides information about and training in Cued Speech in the UK.

**Our charity works** to make Cued Speech available in order to eliminate the tragedy that many deaf children fail to understand English – which has life-long implications.

**Our vision is for a society in which all deaf children can fully participate, can easily understand and use English and can fulfill their potential.**

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## Evidence

### What are the problems?

Without Cued Speech only about 35% of speech can be lipread accurately – the rest is guesswork. So it is almost impossible for deaf children to learn and to communicate in English through lip-reading. Hearing aids or cochlear implants are effective for some deaf children but do not restore normal hearing.

Some 90% of deaf children have hearing parents and if they can't communicate they can't take a full part in family life. They can become frustrated and isolated within their own family and find it hard to understand what behaviour is acceptable and what is not. Communication with the general public can be problematic. They often grow up without the ability to think in full English.

The use of British Sign Language (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.

If deaf children can't fully understand English they will struggle with literacy and education. Research shows that the majority of deaf children leave mainstream school at 16 with the reading age of 9<sup>1</sup> and that a deaf person is 2½ times more likely to be unemployed than a hearing person<sup>2</sup>.

### Cued Speech – a solution

With Cued Speech 96% of speech can be lipread, making it easy for deaf children to learn and understand English<sup>3</sup>.

Once they learn to cue parents can make every word they say totally clear to their deaf child. Because the system can be learnt in only 20 hours deaf children have unambiguous access to English without delay. They can take a full part in family life. Teachers can use Cued Speech to give deaf children access to lessons at school.

Cued Speech is not exclusive, it can be used to support and enhance other methods of communication. For example Cued Speech helps deaf children get the best from their cochlear implant or hearing aid and is invaluable before and immediately after an implant. It can be used together with BSL to give complete bilingualism.

Cued Speech can also be used with older deaf children and adults to help them learn or improve their English and with hearing children with language problems. It also helps deafened people to continue to communicate in English. Additionally, international use and research indicates that it is invaluable used with children diagnosed with auditory neuropathy and with cochlear implants<sup>4 & 5</sup>.

Because Cued Speech has been adapted into over 50 different languages and dialects it can also be used in the home language with families for whom English is a second language.

International research demonstrates that deaf children brought up with Cued Speech achieve reading scores equivalent to hearing children<sup>6</sup> and that they learn to read using an internal phonetic model<sup>7</sup>, just like hearing children.

For research references please see page 15.



# Our charity's aims and objectives

**Our aims are 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.**

**To achieve these aims** we work to change the current situation which, for deaf children, is all too often social isolation, low expectations and poor educational outcomes to one which uses Cued Speech effectively to give full and easy communication at home and school leading to deaf children 'belonging' at home and reaching their academic and economic potential.

With a complete understanding of English and full literacy, deaf children can grow up to take a full part in society, freely use information technology and compete more equally in the job market. They can use their understanding of English to control their own lives.

**The charity is vital** because many parents and even teachers of deaf children still do not know how effective Cued Speech is. They need information about Cued Speech and then to be trained how to use it. We are the only UK organisation which does this work.

**The Principal Objectives of our charity are to provide:**

**information about and training in Cued Speech throughout the UK which is accessible to all who need it.**

We also work to challenge the widespread but unjustifiable low expectations of deaf children.

We want all deaf children to have the opportunity to benefit from Cued Speech.

## Our impact

For greatest impact we provide information and training to parents and teachers who can then use Cued Speech to give deaf children a language for life.

We have **trained 186 individuals** this year, including parents and professionals; based on the estimate that each professional we train uses Cued Speech with four children (often it is many more) our direct training has **benefited approximately 454 deaf children** in the year.

We are proactively working at national level to change the climate of low expectations for deaf children (see page 7).

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## Financial and Social Benefit

Many deaf children who do not have access to Cued Speech have very low literacy levels. The cost of low literacy alone is estimated by the Every Child a Chance Trust to be between £5,000 and £43,000 per person up to the age of 37 and up to £64,000 over the lifetime of one individual.

It cost us only £202 this year to teach a person the Cued Speech system. Research shows that with Cued Speech deaf children can be fully literate so its use – looking at literacy alone – is extremely cost-effective! To this can be added the benefit of access to the language of home and school, leading to vastly improved family experiences, academic achievements and life choices.

It is no exaggeration to say that the use of Cued Speech can completely transform the lives of deaf children and the social and economic payback is incalculable.

# What people tell us

The mother of a profoundly deaf, cochlear implanted boy recently wrote: "A. is doing well at school. His confidence has grown enormously and we can now have a meaningful, basic conversation..... I was only thinking today how eternally grateful I am to you all for helping me gain this skill as, not only is it starting to pay dividends, but I also know I can really help my son."

The parent of a deaf child said: "Cued Speech is, in my opinion, the most accurate method by which deaf children and adults can have total access to the phonics of English and other languages."

One of those undertaking our training through Skype wrote: "The Cued Speech team have always been so supportive both emotionally and practically."

A Teacher of the Deaf wrote in the magazine of the British Association of Teachers of the Deaf: "[Since the introduction of Cued Speech].... SJ can now cue her own reading book (pink and red band) and is beginning to read with increased understanding..... huge gains have been noted in eye contact, speech discrimination, word blending, literacy skills and behaviour. SJ's mum wishes she had been introduced to Cued Speech earlier."

Anne Worsfold, Executive Director writes:

Our volunteers are always invaluable but this year they have been especially important because, at the beginning of the year, funds were short. Christine, who is also one of our Trustees, is an exceptional volunteer; now semi-retired from her nursing job, she has worked with several families this year as a tutor, has been a Cued Speech Transliterator at an academic conference for an overseas student, and runs a monthly Cue Club where cuers can practice their skills and socialise with other cuers. She attends events such as those run by the National Deaf Children's Society to talk to families about Cued Speech successes. She tells us:

"I have two deaf sons who are now adults and, despite both having no speech or hearing and one with additional problems, they have full understanding of English. My eldest son currently has a demanding academic position in one of the leading London museums, work which required a master's degree and, obviously, full use of English – something which was possible because of our family's use of Cued Speech. My other son communicates with Cued Speech at home but also likes to be with BSL users. Having witnessed first-hand the achievements of my own children with their differing abilities and needs, it gives me great joy to see them as grown men. It also gives me pleasure to give my time and experience to CSAUK and to see other children, apart from my own, achieving their potential."

# Report on the year's activities

## Information and challenging low expectations

### Information – first amongst equals

**It is vital that we continue to meet the charity's twin objectives of 1) providing information and 2) ensuring that training is available.** However the internal review of our priorities which informed our business plan, which we re-drafted during the year, concluded that information was 'first amongst equals'. This is because without information, deaf children are not able to benefit from Cued Speech because their parents or teachers do not know about it or they don't understand how effective it is.

Our work to provide information and to counter the low expectations of deaf children is delivered by our 3-year project, Achieve, Belong and Communicate in English through Cued Speech (AB&C). **Its aims are** to ensure that everyone who has contact with a deaf child or makes policies which affect them **understands** Cued Speech and **how** it can transform the lives of deaf children by giving them complete access to spoken language.

Its objectives are to:

- 1 create and disseminate clear, accurate and pertinent information about Cued Speech to parents of deaf babies and children, and the professionals who work with them.



- 2 challenge the long-standing view, held by many of the professionals who advise parents of deaf children, that many deaf students are innately incapable of acquiring a full understanding of English – which means they are not looking for ways to make this possible.

We must also show how Cued Speech can enhance other choices; that it can help deaf children get the best from technology such as cochlear implants and can also be used with British Sign Language (BSL).

Too many deaf children are being failed by the current system and we must act to change this.

- 6 **Cued Speech** Complete spoken language through vision

**Our work in 2012–13** – Our small team of experienced and committed staff and volunteers disseminated information about Cued Speech, and its optimum use, through:

- our website, which was regularly updated during the year. Changes were made to increase search engine optimisation and a new video section (called 'cuetube') was added which included samples from our Big Lottery-funded video of nursery rhymes, songs and stories. The site received over 11,900 unique visits and 15,500 visits in total.
- increased use of social networking sites Twitter and Facebook.The image shows the official Facebook logo (a blue square with a white 'f') and the official Twitter logo (a blue silhouette of a bird in flight).
- regular presentations and workshops to parents' groups and professionals across the UK which covered both how to cue and research which demonstrated its successes.
- advertisements in appropriate publications such as the BATOD (British Association for Teachers of the Deaf) magazine.
- our e-newsletter – approximately 1,300 are sent each quarter, with an 'open rate' 5% higher than the industry average.
- phone and email conversations with parents and professionals.
- exhibiting at 10 relevant exhibitions or conferences such as those held by the British Association of Teachers of the Deaf and National Deaf Children's Society.
- three new leaflets on the benefits of using Cued Speech with cochlear implantation which were written and produced during the year.

### Department of Health Information Standards certification

Our certification under the Information Standard scheme, which was developed by the Department of Health to help the public identify trustworthy health and social care



information easily, was renewed after an annual inspection. Our new information is therefore officially 'accurate, impartial, balanced, evidence-based, accessible and well-written' and bears the Information Standard 'kite mark'.

## **Challenging low expectations**

Government plans to restructure the education for children and young people with Special Educational Needs (SEN) gave us a unique opportunity to challenge the low expectations of deaf children both to the Department for Education (DfE) and to other bodies working with deaf children.

Following a Green Paper in 2011, far-reaching ‘once in a generation’ changes were set out in The Children and Families Bill, now going through parliament, with additional details in the SEN Code of Practice, currently in draft. The aspirations of the Bill, which include closer and more efficient working between different bodies (education, health and social services), and an end to the ‘climate of low expectations’, are high. The changes are expected to streamline the support for the majority of SEN children who have high-incidence, low-cost problems such as dyslexia, but the support for deaf children, who are low-incidence and relatively high-cost, was not so well thought through.

Deaf children’s needs differ from most SEN children because their primary need should not be for ‘modified’ (simplified) education but access to language; Cued Speech-using deaf children are a further sub-group because they have an understanding of English even if they can’t hear it. Sadly many deaf children fall into the trap of needing ‘modified’ language and education because they have not had early, full, access to English; as a result much educational support is geared to work within the parameters of poor language and low literacy. The new legislation is in danger of continuing this damaging status quo – indeed the situation could get much worse for deaf children if funding is diverted to schools and away from support for deaf babies and toddlers.

In order to drive up expectations it was vital that our charity, which is the only voice for Cued Speech-using children, responded. We replied to all the government requests for feedback and took the initiative to contact ministers and Department of Education (DfE) officials separately. We have also worked on this with two partnership bodies, the Communication Trust, whose focus is on children with Speech and Language difficulties, and the National Sensory Impairment Partnership (NatsIP), whose focus is deaf, blind and deaf/blind children.

The government is committed to listening to the sector and their proposals have changed significantly, mostly for the better, between the Green Paper and the Bill. We now have two main goals:

- 1 To keep practical support for families with deaf**

babies and children aged 0–3 on the agenda, because without early support deaf children will have delayed language which will be both detrimental to their education and be more expensive for the state to support thereafter.

- 2 For the Code of Practice to acknowledge the importance of ‘giving access to’ the language of education; the current draft only refers to ‘modifying’ teaching. We want to turn the tide of thinking from: ‘how can we bring language down to a level this deaf child understands’ to ‘how can we ensure that this deaf child has a similar language level to hearing peers’.**

Our two goals make firm economic sense: with age-appropriate language deaf children will not need expensive, ongoing ‘language modification’; also full access to education should result in tax-paying adults who contribute to, rather than drain, national resources.

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## **How the work delivered changed from that planned**

We started the year without full project funding and therefore cut our scheduled activities slightly. This impacted on advertising and the re-write of our comprehensive information booklet. Thanks partly to an increase in time given by volunteers we delivered the rest of the project activities as planned.

We also took the decision to prioritise the time-sensitive work responding to legislative changes. Although this work is enormously important for deaf children it is unfunded and put a significant strain on the human resources of our small organisation. However, the necessary increase in partnership working, partly through face-to-face meetings (10 this year) and additional phone meetings, has increased the profile of Cued Speech generally which in turn has given us a greater ability to ensure that Cued Speech is included within national guidance. An example of this is the Communication Trust’s advice to schools on delivering the new schools-based phonics test to SEN children which is averaging downloads of several hundred times each month.

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## **Next year**

By the end of the year our financial position was much improved and, with 91% of the overall charity budget for 2013–14 raised or promised, we will continue to deliver the project as planned, although some flexibility may be necessary as we continue to represent the needs of Cued Speech-using deaf children to legislatures.

# Report on the year's activities

## Making available training

We make available training through our Learn to Cue (LTC) project which aims to deliver easily accessible and affordable Cued Speech training in a variety of formats to meet the expressed needs of our users.

We provide subsidised or free training to those who need it and we sell training to professionals and families of deaf children who can afford it. We work mainly with parents and professionals rather than children directly because the adults around the child can use Cued Speech consistently to make all every-day language fully accessible – thus giving the deaf child the means to acquire language naturally, easily and without delay.

Training is delivered through a combination of:

- 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
- workshops – UK-wide
- bespoke training, including face-to-face sessions, arranged for families and professionals
- training sessions through 'Skype' – which are adaptable, personalised, immediate, very effective and economical.

We also held a successful and enjoyable family camping weekend in Devon with cueing activities to build language and cueing skills.



*Learning language at our family weekend*

### Contracted out work

We contract out one of our tutors to Exeter Royal Academy for Deaf Education (ERADE) and to the Devon Hearing Support Service. Her work with the Support Service is mainly to train Teaching Assistants, Teachers of the Deaf and parents of deaf children with the result that significantly more people are now using Cued Speech in homes and classrooms around Devon. At ERADE she is working primarily with young, BSL-using pupils developing their understanding of English by using both BSL and cued English (English clarified by Cued Speech). She is producing a growing bank of filmed, cued 'story books' to support the children's learning.



*Learning  
Cued Speech*

### Meeting changing needs

We are the only organisation providing Cued Speech training UK-wide, but, as we developed more flexible training formats, especially with Skype and e-learning, negotiating and administering the training package from our office became less economical. Also, in the first half of the year our charity had insufficient funds to deliver the subsidised training planned under the LTC project. To reduce expenditure we replaced our Summer Camp with an informal family cueing weekend where activities were led or delivered by Association staff (working voluntarily) and volunteers. Whilst we retained responsibility for tutor management and support, monitoring and evaluation, we decided to encourage enquirers to directly contact our freelance tutors to arrange face-to-face or training through 'Skype'.

In some respects requesting that enquirers contacted freelance tutors worked well; administration was reduced and training could be arranged quickly. However our records showed that fewer people, particularly parents, were undertaking training and we were concerned that more disorganised families were not contacting tutors. In the middle of the year, and now with sufficient resources

*Training via 'Skype' was perfect for this family who had one session, to help their communication with their toddler, when his new brother was only 11 days old.*

*Increasingly we are delivering our training remotely, using our e-learning website and one-to-one Skype sessions with tutors.*

*One of our volunteers created a short, fun video to give learners confidence to access training via 'Skype'.*

to take a more active role, we asked potential learners to contact the charity office staff who then put them in touch with tutors to make day-to-day training arrangements. There was an immediate increase in enquirers and this 'middle way', has continued.

### Exams

Procedures were put in place to remotely deliver the Level One exams in Cued Speech Proficiency which were re-written the previous year. We planned the re-write of our Level Two exams which will take place in 2013. Twenty one people passed exams during the year.

### Supporting parents

A Bursary Fund, provided by a £10,000 grant from the St James's Place Foundation is proving vital for parents who can't afford the costs of training.

### Facts and figures

We have trained 186 individuals this year, including parents, family members, professionals, deaf adults and trainee professionals. These figures are slightly lower than in 2011–12 and there are several reasons for this: 1) the family cueing weekend did not include formal lessons which had been attractive to professionals in our previous full Summer Camps; 2) professionals are struggling to obtain funding to be released for training; 3) some parents seemed reluctant to arrange training. Based on the estimate that each professional we train uses Cued Speech with four children (often it is many more) our **direct training has benefited approximately 454 deaf children in the year**. Also additional children

would have benefited from the 307 returning visitors to our free e-learning website and from training provided by professionals in areas such as Swindon, Newcastle and Manchester who, after learning from our charity, are now delivering training themselves.

Due to our increased use of e-learning and remote training, and because we did not deliver the expensive, 5-day Summer Camp as we have in previous years, the average costs to us per trained person halved from £400 in 2012 to £202 in 2013. We will continue to evaluate the effectiveness of this reduced-price tuition. However our ability to offer high quality, free, e-learning through our website, tied in with affordable one-to-one or group Skype sessions was never more important in these difficult financial times – both for the charitable sector and for many of our beneficiaries.

### Next year we will:

- 1 offer an informal family cueing weekend in 2013, with free nature activities, such as pond dipping, to use as vehicles to build the children's language and their parents cueing fluency.
- 2 develop our resources in formats which are accessible through smart phones and tablets.
- 3 re-write our level two exams to give an up-to-date resource to use to negotiate with external accreditation bodies.
- 4 develop a formal e-training package to give a clear, economical, efficient path to qualifications for professionals, thus increasing our earned income.

# Report on the year's activities

## Other activities – a year of development

The Cued Speech Association has never stood still – assessment, development, improvement and consolidation are part and parcel of the way we work.

This year saw more change than usual, with most developments directed by our up-dated Business Plan, but others accelerated by financial constraints at the beginning of the year.

### Increasing our efficiency

#### Administration

New charity-specific accountancy software was purchased which will enable us to:

- More efficiently monitor our income and expenditure on different projects.
- Decrease accountancy costs.

#### Technology

For some time our key work has been hampered by slow, 8-year-old PCs and with an increased use of Skype and interactive media this was a growing problem. At the end of the year we were delighted to hear that we had been awarded a grant from The Clothworkers' Foundation to replace our IT equipment, so look forward to increased efficiency in 2013–14.



### Accountability & supporting our beneficiaries

Measuring success has always been difficult because:

- we work with the adults who communicate with deaf children and do not therefore have direct contact with our main beneficiaries – the children.
- timescales are long – we may spend a few hours teaching a parent but it might be years before their child has a formal language test.

We have therefore invested in a software programme, the Social Impact Tracker (SIT) which will give us the ability to track the outcomes of deaf children with whom Cued Speech is used.

It will also give us:

- more detailed and more efficient measurement of the effectiveness of our training
- a more efficient and personalised way to communicate with potential and actual students.

### Environment

As more of our work has become computer based we were able to sub-let one third of our office space to reduce heating costs. We aim to cut on-going costs further by investing, before the winter of 2013, the modest rental income in basic energy saving measures.

### Human Resources

Volunteer hours have increased this year – our volunteers need a high level of skill and are therefore limited in number. The charity was very lucky that some of our volunteers were available this year to deliver training and man exhibitions. This helped fill the gaps caused by our shortage of funds in the first half of the year.

Staff: a new post of Project and Charity Manager was created, partly to take over the work of the Assistant Director, Sue Tweed, who retired in December 2012, but also to take more of the administrative and office management duties from the Executive Director. This has enabled her to reduce her working week from five days to four and has also released additional time for her to concentrate on the charity's core activities. We are fortunate that our small number of staff members are adaptable and keen to learn new skills – resulting in a team with a wide range of expertise.

*A still from our cued videos  
for deaf children*



## New Resources

**Cued videos for young deaf children** Funded by a grant from the Big Lottery Fund, our tutor Cate Calder and volunteers have created some wonderful videoed resources – cued songs, stories and nursery rhymes – aimed at young deaf children. All of the stories can be viewed either with or without subtitles and so are valuable just for fun and also as a literacy resource for home and school. Copies were given free to families in Devon or sold outside the county for a modest sum.



**Helping professionals use Cued Speech** We have begun plans to develop materials, drafted by our tutors, to help teachers use Cued Speech to increase literacy.

**Explaining Cued Speech to Parents** A clear, short and balanced cartoon-based video, taking an imaginary family through communication decisions, was made by Andy Houghton, an invaluable volunteer who also wrote the e-learning website.



## Overview of the year

We have had a productive year which has:

- 1 met the needs of our beneficiaries
- 2 increased the profile of Cued Speech as a tool to enable deaf children to reach their potential
- 3 put in place changes which will enable us to work more efficiently over the next few years
- 4 returned us to a strong financial position.

# Legal & Financial

## History

Our charity was founded in 1975 as The National Centre for Cued Speech, part of KIDS, the registered charity for children with a disability. The charity became independent in 1980 when it also incorporated as a company limited by guarantee. It was renamed the Cued Speech Association UK (CSAUK) in 2000.

## Risk management

The Directors have assessed the major risks to which the charity is exposed, in particular those related to the operations and finances of the charity, and are satisfied that systems are in place to mitigate our exposure to the major risks.

## Public benefit

The Cued Speech Association UK operates for public benefit by working to improve the communication and literacy skills of deaf and hearing-impaired children and adults. In exercising their powers and duties, including setting objectives and planning activities, the directors of the charity confirm that they have complied with their duty in Section 4 of the Charities Act 2006 to have due regard to the guidance on public benefit as published by the Charity Commission.

## Charity activities

The charity's activities are governed by the Memorandum and Articles of Association (reviewed in October 2001). Members of the Association elect Trustees (who are also Directors) who meet quarterly to decide policies, and to appoint and oversee staff.

## Human Resources

Headed by Executive Director Anne Worsfold, five staff (initially four part-time and one full-time; later five part-time) and a freelance accountant were employed through the year. Highly skilled freelance Cued Speech tutors were also used, both paid and volunteers.

All tutors, staff and volunteers working with children and vulnerable adults comply with our comprehensive Child Protection Policy and have Criminal Record Bureau (CRB) checks.

Volunteers are vital; they:

- teach Cued Speech
- create information and tuition materials
- man our stands at exhibitions
- write articles
- examine candidates
- raise money
- govern and advise the charity.

Their work is invaluable, especially this year as funds have been limited, and worth many thousands of pounds to our charity.

## Auditors' Statement

We have audited the financial statements of Cued Speech Association UK for the year end 31 March 2013.

The financial statements give a true and fair view, in accordance with United Kingdom Generally Accepted Accounting Practice applicable to Smaller Entities of the state of the charity's affairs as at 31st March 2013 and of its incoming resources and resources expended, including its income and expenditure, in the year then ended. The financial statements have been prepared in accordance with the Companies Act 2006 and the information given in the Directors' Annual Report is consistent with the financial statements.



MG Associates, Chartered Accountants and Statutory Auditors.

## Directors' Statement

### Summary Financial Statements for the year ended 31 March 2013

The summary Financial Statements in the following pages are the responsibility of the Directors and are taken from the full Directors' Report and Financial Statements. A copy of the full accounts may be obtained on request from the charity's office (please see contact details on the back cover).

The annual Financial Statements were approved on 5th August 2013 and will be submitted to the Charity Commission and Registrar of Companies in due course.



Andrew Garratt, Chairman of the Directors

## STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 31 MARCH 2013

	2013 Restricted Funds	2013 Unrestricted Funds	2013 Total Funds	2012 Total Funds
<b>INCOMING RESOURCES</b>	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
Voluntary income	120,236	31,086	151,322	137,857
Activities for generating funds	162	2,147	2309	635
Investment income	-	1,087	1,087	983
Incoming resources from charitable activities	15,660	-	15,660	50,996
<b>TOTAL INCOMING RESOURCES</b>	<b>136,058</b>	<b>34,320</b>	<b>170,378</b>	<b>190,471</b>
<b>RESOURCES EXPENDED</b>				
Charitable activities	110,401	-	110,401	181,458
Cost of generating charitable income	13,956	5,793	19,749	19,460
Management, Administration & Governance	4,211	7,339	11,550	18,215
<b>TOTAL RESOURCES EXPENDED</b>	<b>128,568</b>	<b>13,132</b>	<b>141,700</b>	<b>219,133</b>
<b>Net incoming/(outgoing) resources before transfers</b>	<b>7,490</b>	<b>21,190</b>	<b>28,680</b>	<b>(28,662)</b>
<b>Transfers between funds</b>	<b>27,366</b>	<b>(27,366)</b>	<b>-</b>	<b>-</b>
<b>Net incoming/(outgoing) resources after transfers</b>	<b>34,856</b>	<b>(6,176)</b>	<b>28,680</b>	<b>(28,662)</b>
<b>Reserves brought forward</b>	<b>18,581</b>	<b>58,361</b>	<b>76,942</b>	<b>105,604</b>
<b>RESERVES CARRIED FORWARD AT 31 MARCH 2013</b>	<b>53,437</b>	<b>52,185</b>	<b>105,622</b>	<b>76,942</b>

### Income

Total income received in 2012/13 was £170,378, of which £151,322 (89%) was donated by charitable trusts, companies and individuals and the remainder £19,056 (11%) included the proceeds of fund-raising activities, tuition fees and charges, membership subscriptions and investment income.

### Expenditure

Total expenditure was £141,700, of which £110,401 (78%) was spent on charitable activities, £19,749 (14%) on fundraising and £11,549 (8%) on governance. Net expenditure on charitable activities was £94,741, of which £67,375 (71%) was funded from restricted donations and £27,366 (29%) from general funds.

### Reserves

Income during the year exceeded expenditure by £28,680, resulting in an increase in reserves from £76,942 to £105,622, of which £53,437 were restricted funds and £52,185 unrestricted funds (including a designated contingency reserve of £20,000). The Association's policy is to hold general reserves equivalent to not less than three months' expenditure. The balances held at 31 March 2013 met that requirement.

## BALANCE SHEET AS AT 31 MARCH 2013

	2013	2012
<b>FIXED ASSETS</b>	<b>£</b>	<b>£</b>
Tangible assets	2,233	2,978
<b>CURRENT ASSETS</b>		
Stock	28	
Debtors	5,315	5,345
Cash at bank and in hand	101,185	72,614
<b>TOTAL CURRENT ASSETS</b>	<b>106,500</b>	<b>77,987</b>
<b>CREDITORS</b> Amounts falling due within one year	(3,111)	(4,023)
<b>NET CURRENT ASSETS</b>	<b>103,389</b>	<b>73,964</b>
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>	<b>105,622</b>	<b>76,942</b>
<b>FUNDS</b>		
Restricted funds		
- General fund	5,500	
- Project funds	53,437	18,581
Unrestricted funds		
- General fund	32,185	38,361
- Contingency reserve	20,000	20,000
<b>TOTAL FUNDS</b>	<b>105,622</b>	<b>76,942</b>

## Donors

The Directors are grateful for the support, interest and encouragement received during the year from trusts, companies, other organisations and individuals, including members who gave more than the minimum membership fee. During the year donations were received from one anonymous donor and from the following:

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## Language is the gateway to:

- learning and developing
- belonging within a family
- friendships
- academic achievement
- success at work



**Cued Speech gives deaf babies, children and adults full access to the English language.**

## Research references

1. *The Deaf School Child, Language and Cognitive Function*, 1979, Conrad R. The Department of Education and Employment in England and Wales commissioned a review of literature on the educational achievements of deaf children and young people. A brief resumé of this review is presented in Powers et al, 1999. They comment "We have no evidence to demonstrate an overall significant improvement in the education of deaf children since Conrad's study" (conducted in 1979).
2. RNID Brief on Deafness, employment and discrimination.
3. *Cued Speech and the Reception of Spoken Language*, Nicholls, G., 1979, Master's Thesis, McGill University, Montreal.
4. As recommended by, amongst others, Charles Berlin Ph.D., Professor of Hearing Science and Clinical Professor of Otolaryngology Head and Neck Surgery, LSU Health Services Center and also retired Director of the Kresge

Hearing Research Laboratory, New Orleans. He has managed over 300 cases of the disorder. For more information, see <http://auditoryneuropathy.tripod.com/ANindex.html>

5. *Cued Speech in the Stimulation of Communication: An Advantage in Cochlear Implantation*. Descourtieux, C., V. Groh, A. Rusterholtz, I. Simoulin, D. Busquet. Published in *The International Journal of Paediatric Otolaryngology*, No 27, 1999.

6. *Use of Internal Speech in Reading by Hearing and Hearing Impaired Students in Oral, Total Communication, and Cued Speech Programs*. Wandel, Jean E., 1989. Unpublished Doctoral Dissertation, Teacher's College, Columbia University, New York.

7. *Visual Speech in the Head: The Effect of Cued Speech on Rhyming, Remembering, and Spelling*. Leybaert, J. & Charlier, B., 1996, *Journal of Deaf Studies & Deaf Education*, Vol. 1, pp.234–248.

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**Registered Office** Cued Speech Association UK, 9 Jawbone Hill, Dartmouth, Devon TQ6 9RW

Email: [info@cuedspeech.co.uk](mailto:info@cuedspeech.co.uk)

Telephone: 01803 832784

Fax: 01803 835311

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