



CUEDSPEECH

makes spoken language visible
for deaf babies, children and adults



Cued Speech Association UK
providing information about and training in Cued Speech

Annual Report 2015

April 2014 - March 2015

Our charity

The Cued Speech Association UK (CSAUK)



Our charity's vision is 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 is 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 this aim, we strive to change the current situation for deaf children, which is all too often social isolation, low expectations and poor educational outcomes, to one which uses Cued Speech effectively.

Cued Speech provides full and easy communication at home and school leading to deaf children 'belonging' 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 and use their understanding of English to control their own lives.

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.

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 to be trained how to use it. We are the only UK organisation which does this work.

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

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

Contents

Our Charity	2
Cued Speech	3
What People Say	4 – 5
Report on the year's activities	
Information & Challenging	
Low Expectations	6 -7
Making Training available	8 -9
General	10
Financial and Social Benefit	11
Legal and Financial	12 - 14
International Research	15
Contacts and legal information	16

Cued Speech (CS) is a visual version of English and other spoken languages

Cued Speech

makes spoken language visible for deaf babies, children & adults

Why is Cued Speech needed?

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 – 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 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.

Over 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; 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 2001 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 language².

A summary of international Cued Speech research and the research references above can be found on page 15.

For deaf children Cued Speech does the job of speech; it is your own speech made visible. When you use the 8 handshapes and 4 positions which are the 'cues' of Cued Speech, you turn the 44 'sounds' of your speech into visible units which can, like sounds, be combined into words, sentences and, as a result, full language.

Cued Speech gives deaf babies and children access to English.

Cued Speech is a visual version of English (and other spoken languages) and is a system of 8 handshapes in 4 positions near the face which completely clarify all the lip-patterns of speech.

- **Without it only about 35% of speech can be lipread;** this is not enough to allow a deaf child to learn language; **with Cued Speech, 96% of English can be lip-read accurately.**
- **With Cued Speech deaf babies and children can see the whole of the English language** as clearly as hearing people hear it.
- **It only takes 20 hours to learn the system.** Hearing parents of deaf children, and the professionals who support them, can then use English - visual English - to communicate with their deaf child immediately, the same as they would with a hearing child.
- **Cued Speech has been adapted into 63 different languages and dialects,** so can be used in the home by families for whom English is a second language and to give access to modern foreign languages.
- **Cued Speech use is inclusive** - it helps deaf children get the best out of their hearing aids or cochlear implants, and works well bilingually with BSL.
- **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.
- **Literacy** - deaf children brought up with Cued Speech have literacy levels equivalent to hearing children.

Just as hearing children learn a full language through listening to speech; so deaf children can learn a full language through watching speech which is 'cued'.

What people say about Cued Speech

and about our work

“ **The system of hand-shapes and movements used in Cued Speech was unbelievably quick and easy to learn** – it only took 5 days of training to learn how to cue the 44 sounds of spoken English, after which we could cue anything we liked in the English language. In fact, it felt very similar to learning to type, with a steep learning curve at first but then only a couple of weeks of practice to properly get the hang of it. Within a couple of months we were up to normal conversational speed. ”

- Parent

“ **Cued Speech was the only way that [our son] could learn spoken English naturally at home as his ‘mother tongue’ while he was still young**, just as a hearing child would. **It felt natural and empowering for us to be able to communicate with him in our own family language.** The first time I cued a full sentence to my child, knowing that he could ‘see’ everything I was saying, was one of the most liberating and exciting moments of my life. ”

- Parent

“ One of the joys of the cued word is that it is so much more than the sum of its parts. When it comes to learning to read and write, the cued word can be segmented and blended and linked to spelling choices with ease, it means that the deaf children can finally draw on the same phonological skills that hearing children and adults use to code and decode speech into its written form. ...[when deaf children are] given the phonology of a language visually through Cued Speech, they have an unlimited tool to apply to the whole language. ”

- Professional

“ **[With Cued Speech our son] has been able to develop and progress with age-appropriate language, literacy and numeracy skills** and higher-order thinking skills, on a par with his hearing peers. ”

- Parent



For deaf children, CS does the job of speech;
it is your speech made visible.

“ [At Cue Camp 2014] Everything was fantastic. All needs met, plenty of learning opportunities, plenty of socialising, opportunities for promoting confidence and opportunities for general communication skills in so many ways and on so many levels - amazing. Thank you. ”

- Parent

“ I have recently begun to learn Cued Speech, and the experience has been very smooth and easy to comprehend. Though my cueing is slow, I have found the teaching techniques really easy to remember and fun to practice. I have been using the e-learning website to practice, and it really helps to jog my memory, using the visuals provided. I find my brain is now trying to cue each word I speak, and all that after only a few hours of lessons. ”

- Professional

“ The key thing to understand about Cued Speech is that although on one hand it is just a simple lipreading tool (and not another language for the child to learn) this simple system has an extraordinary impact on what really matters, and that is the child's

ability to think in a full and fluent language. I have worked in the field of deafness for 24 years and I have never found another way of representing spoken language (English in this case) in such a way that deaf children can easily absorb and master it in the way Cued Speech does, regardless of their level of hearing loss. ”

- Professional.

“ The Cued Speech Association is a much valued member of the Communication Trust's communication consortium. Despite their **size and resource base the Association punches well above its weight** seizing every opportunity to promote its work and influence government policy affecting the support provided to deaf children and young people, especially in their earliest years. In the course of the passage of the Children and Families Act 2014 their membership of our task group and support to the parliamentary SLCN working group ensured that we always had access to a wider range of evidence and information about children and young people with low incidence high support needs, to support our calls for amendments and improvements. ”

- Anne Fox – Director, the Communication Trust

BBC filming

The value of Cued Speech was flagged up in the popular BBC TV programme 'See Hear' (which is a magazine for the deaf community) and focused on deaf children and literacy.

Filming took place at Exeter Royal Academy for Deaf Education, where they explored how the system of making spoken English visible could be used in the classroom with deaf children whose first language is

British Sign Language. Cate Calder, Cued English Tutor at the Deaf Academy, explained how Cued Speech worked, and Year 7 students enthusiastically demonstrated Cued Speech in action.

The film crew also visited two cueing families at home, and a deaf boy in a mainstream school who uses a Cued Speech Transliterator to fully access the curriculum. The film will be broadcast on 8th June, 2015.



Recording lessons and interviews for the BBC 'See Hear' film.



“... this simple system has an extraordinary impact on what really matters, and that is the child's ability to think in a full and fluent language.”

Report on the year's activities

Information and challenging low expectations

Information

The charity's objectives are to provide information and to ensure that Cued Speech training is available. However, of the two, we believe that information is the 'first amongst equals'; 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.

The AB&C project

Our work to provide information and to counter the low expectations of deaf children is on-going, but specific targets were set within the 3-year project, 'Achieve, Belong and Communicate in English through Cued Speech' (AB&C), which came to an end in March 2015. **Its aims were** to ensure that everyone who has contact with a deaf child, or makes policies which affect them, **understood** Cued Speech and **how** it can transform the lives of deaf children by giving them complete access to spoken language.

The project objectives were to:

- 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.
- 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.

It was also essential to show how Cued Speech can enhance other choices, for example 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).

Creating information

Website - the first comprehensive re-write of our website material for 8 years was a mammoth task for our small team which, meanwhile, still had to deliver on the other day-to-day tasks of the project. The new website is suitable, both for those new to Cued Speech and to professionals seeking in-depth

information, with a design which is optimized for smart phones and tablets. It has 72 pages of tailored information, over 100 downloadable items and links to nearly 30 short videos, and has received enthusiastic feedback as being clear, attractive, comprehensive and easy to navigate.



All web-based and printed information was updated to include our new branding and logo.

Department of Health's Information Standard—



Following an inspection of samples of our information and the way in which we produce it, we were, again, re-certified under the Department of Health's

Information Standard scheme which was developed by the NHS to help the public identify trustworthy health and social care information. Information produced under the scheme is officially 'accurate, impartial, balanced, evidence-based, accessible and well-written' and bears the Information Standard 'kite mark'.

Disseminating information

This year our small team of experienced and committed staff and volunteers disseminated information about Cued Speech, and its optimum use, through:

- our website, which received 15,523 unique visits (last year 13,000) and 23,136 visits in total (20,874 last year)
- targeted posts on social networking sites
- presentations and workshops to parents' groups and professionals across the UK
- exhibiting at relevant exhibitions and conferences
- regular articles and advertisements in appropriate publications, for example the Teacher of the Deaf magazine
- our quarterly newsletter which reaches around 1,000 addressees with an 'open rate' of 23%, which is 5% higher than the industry average
- phone and email conversations with parents.

Clear, accessible information is the root of successful Cued Speech use by parents and professionals

Opportunities from new legislation

Our work has continued around the ‘once in a generation’ opportunities afforded by the changes to education for all children and young people with Special Educational Needs (SEN), through the Children and Families Act and the accompanying SEN Code of Practice. Our charity, which is the only voice for Cued Speech-using children, both responded directly to the government and also worked in partnership with other organisations to, amongst other things, highlight the need for practical support for families with deaf babies and young children, enabling them to communicate effectively so that they can take a full part in family life and develop language on a par with hearing peers. With ongoing access to education, deaf children will be able to reach their academic and employment potential.

We worked both independently, and in informal partnership with other organisations such as the Communication Trust (whose focus is on all children with Speech and Language difficulties), and the National Sensory Impairment Partnership (NatSIP), (whose focus is deaf, blind and deaf/blind children) to respond to the numerous government consultations.

This work yielded very positive results, including the following:

- Our work with NatSIP on the Local Offer (where Local Authorities must set out what they offer to SEN children) has resulted in the Equality Act, and Cued Speech use being referenced in their guidance document.
- Knowledge about Cued Speech and its benefits has very significantly increased across the sector and in national bodies.
- Crucially, after detailed feedback submitted both independently and through the Communication Trust, the final draft of the Code of Practice states that support for parents should be provided, and includes as an example: ‘training for parents in using early learning programmes to promote play, communication and language development’. This very significantly strengthens parents’ requests for such help.

Partnership working

Our partnership working also included contributing to

the review of training and qualifications for Communication Support Workers (who support deaf children in schools), significant input to a NatSIP-administered Audit of Sign Support, and input (both directly to the government and in partnership with other organisations) about the Mandatory Qualifications for Teachers of the Deaf. The latter sounds dry but is of paramount importance because the current qualifications institutionalise the expectation of poor language in deaf children.

How did we do overall?

The project took advantage of time-limited opportunities to exceed almost all of the planned outputs, with the single exception that we did not create a downloadable booklet based on the re-written information sheets.

Resources for this project

Parents and professionals expect materials to be freely available on the internet, so the cost of creating and making information available continues to be largely unrecoverable. We keep costs as low as possible by using staff and volunteers to create information and to respond to government requests for feedback.

Future work

Our national work over the last three years has, to some extent, been dictated by the substantial government-led changes which have taken place. Therefore we chose to follow our 3-year project with a 1-year undertaking which will 1) continue to make available and update, where needed, our information and 2) will also build on the work of our AB&C project by, for example, ensuring that we are able to provide the Local Authorities and Teachers of the Deaf with the knowledge they need to pass on to parents of deaf babies and children. During the year we will also plan, in detail, a replacement project.

Our information project helps to ensure that deaf children get the opportunity to benefit from Cued Speech and it is essential for the future of deaf children that we continue to up-date and make available information and to provide evidence that, with the use of Cued Speech, the low expectations of deaf children are entirely unjustified.

Knowledge about Cued Speech and its benefits has very significantly increased across the sector and in national bodies.

Report on the year's activities

Making training available

Our 'Learn to Cue' (LTC) project.

Our training is delivered through our 'Learn to Cue' project. We sell training to professionals and families of deaf children who can afford it, and provide subsidised or free training to parents where it is needed.

We work mainly with parents and professionals rather than children directly, because the adults around the child can then use Cued Speech consistently to make everyday language fully accessible – in this way they give the deaf child the means to acquire language naturally, easily and without delay.

Our training aims to always be:

- accessible & supportive
- high quality
- UK-wide and
- as low in cost as possible.

Learners receive advice and support from our office staff to use one or all the following routes to learn:

- bespoke training, including face-to-face sessions, arranged for families and professionals
- 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
- one-to-one or small group training sessions through 'Skype' - which are adaptable, personalised, immediate, very effective and economical
- our annual, residential Cue Camp.

In the past it could be expensive and time-consuming to support parents who were geographically isolated. Now all families who need training are given immediate contact with a tutor who can arrange Skype sessions, at a mutually agreed time, within a few days. Our adaptable, cloud-based Social Impact Tracker software enables us to effectively arrange and track training and the mixed learning routes ensure that all needs can be catered for.

We offer training to all parts of the United Kingdom.

Financial support for parents

It is our policy that all families who need Cued Speech for their deaf child can access our training. We therefore offer reduced price tuition and where needed free tuition so that no deaf child is denied the opportunity to benefit from Cued Speech. The availability of e-learning and Skype sessions keeps the cost low. This is a benefit both for all the people we train and, if we use charitable funds to support the training of families, for our generous donors.

Cue Camp - Seventy-seven people stayed on site

at our residential, annual Cue Camp, with more day visitors joining us. Classes were held for parents, family members and visiting professionals at three levels. The Field Studies Council provided some free nature activities at the nearby nature reserve for the older children, and younger children were looked after in a professional pop-up crèche. Our talented and experienced volunteers used Cued Speech both to provide communication support and to build the children's language skills.

All our training offers families with one or more deaf family members the opportunity to learn and build on the skills of using Cued Speech in everyday life but in addition Cue Camp offers:

- Increased inclusion – both for deaf children/young people, who can often feel isolated in a hearing environment, and for hearing siblings who can feel both 'side-lined' and disempowered by a deaf sibling's needs. The Cue Camp helps them to communicate effectively, befriend and enjoy the company of people who share their experiences.
- Family support—over the years we have also observed the benefits of friendships with those families in the same circumstances. This year we had the first teenage sibling returning to our Cue Camp, as a self-confident and skilled volunteer with the younger children.

At the end of Cue Camp, our feedback form asked: '*how could the weekend be improved?*' and most people said either that they didn't want to change anything or that they wanted it to be longer.

Learning to cue is a skill which is translated into everyday life and transforms day-to-day communication.

Contracted-out work

The work of our tutor, Cate Calder, who is contracted out to Exeter Royal Academy for Deaf Education, was judged 'outstanding' by an OFSTED inspection. Cate's work at the Deaf Academy includes training for staff members and working directly with young, BSL-using pupils, teaching and enabling them to use phonic de-coding skills to read. The work was the subject of an article in the magazine of the British Teachers of the Deaf co-authored by Cate and the head of the school. At the start of the year, Cate was also contracted out to Babcock PLC who provide peripatetic support for deaf children in Devon. The Deaf Academy requested increased input from September, so an additional Educational Officer, a highly experienced teacher and Cued Speech user, was recruited to fulfil the contract with Babcock to teach adults who live and work with deaf children in the Devon area the Cued Speech system and how to use it to develop language.

Our contracted-out work is financially self-supporting.

Work throughout the UK

In addition to our provision of training throughout the UK, in some areas individuals provide greater support. One such area is the North East where the work of our freelance Tutor, Carly Simpson, includes delivering information sessions, workshops and an on-going pre-school group for deaf toddlers and their parents.

Our performance against targets

Both our Level One and Level Two exams in Cued

Speech Proficiency have been re-assessed and updated and can now be delivered remotely.

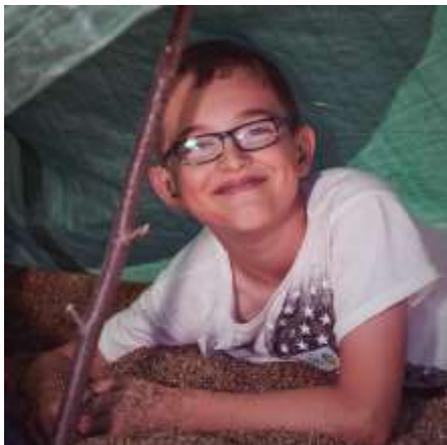
128 individuals were trained this year, including parents, family members, professionals, deaf adults and trainee professionals. Based on the estimate that each professional we train uses Cued Speech with 4 children (often it is many more) our direct training has benefited approximately 512 (491, last year) deaf children in the year. Additional children would have benefited from the 666 returning visitors (last year 491) to our free e-learning website. All our 'students' who replied to our questionnaire rated the website as 'good', 'very good' or 'excellent'. With our calculation that direct training benefited 512 children, our overall target that our training should benefit at least 300 children a year was met with ease.

All but one person who replied to our questionnaire rated our training and support as either 'very good' or 'excellent'.

All specific output targets were reached or surpassed. However, we made less progress than we hoped on the work to accredit our training and to develop training resources in formats which are accessible through smart phones and tablets. Detailed plans are in place for new training resources and we will start the practical work in the next financial year.

Next Year

A replacement training project will continue to deliver our successful and economic training and support for parents. In addition, we will develop our resources to further increase our practical effectiveness and our



128 individuals were trained this year

Report on the year's activities

General



Human Resources

The strength of the organisation continues to lie in its talented and dedicated staff, freelance tutors and volunteers.

Staff are headed up by Executive Director Anne Worsfold, and with the increase in our contracted out services, the number of staff increased from five part-time to six part-time staff (the equivalent of 3.6 full-time workers).

Part-time workers give our small charity a varied pool of talent on which to draw. The Charity Manager left for family reasons in August and most of his duties were taken over by current staff and the new Administration Support Officer who has brought IT, design and writing skills to the charity's skill-set.

Highly skilled freelance Cued Speech tutors were also used, both paid and volunteers.

Volunteers - continue to be vital. They:

- teach, examine and support activities
- contribute to information and tuition materials
- demonstrate Cued Speech at exhibitions
- govern and advise the charity.

Volunteer work is vital and worth many thousands of pounds to our charity.

Safeguarding

Tutors, staff and volunteers working with children and vulnerable adults comply with our comprehensive, annually-reviewed Child Protection Policy, which is based on national guidance, and are checked under the Disclosure and Barring service.

Fundraising

Raising funds can be difficult for a charity of our size because applying to some of the bigger funders requires many weeks of work. This year two funders, the Big Lottery Fund and Children in Need have given 100% positive feedback on the quality of our work and application, but both rejected our applications because they had already committed their funds. Whilst we currently have reserves to carry us well into next year, these lengthy applications, even when successful, 'steal' time from our charitable activities. Also, as last year, whilst the government requests feedback on proposed or actual government changes, grants to fund the work are not available for small charities such as ours.

Office and Admin

Our IT equipment, new last year, continues to enable us to work efficiently, and sub-letting of 1/3 of our office space continues to provide a modest subsidy of our rent.

Cued Speech Internationally

Cued Speech is widely used in many European countries, particularly French-speaking countries. One of the Association's Trustees, Jeign Craig, is Vice President of the Hearing Impaired Professionals European Network (HIPEN) and also teaches English Cued Speech in France's degree-level qualification for professionals who use the French version of Cued Speech (LPC). Her work enables us to market our training in English Cued Speech elsewhere in Europe, and keep up to date with other European colleagues. We also keep in contact with professionals in the USA who share information about research and effective practice.

The strength of the organisation continues to lie in its talented and dedicated staff, freelance tutors and volunteers.

Report on the year's activities

Financial & Social Benefit

Two 'snapshots' demonstrating the benefit of our work to provide information

1. The government spends around £40,000 on a single cochlear implant to give a deaf child access to English (because they recognise all the benefits that it brings) but offers no solution for children who get little or no benefit from implants or hearing aids. Our charity works to persuade the government to take responsibility for all deaf children and, meanwhile, supports the families and deaf children who are disadvantaged by this policy. For a fraction of the cost of an implant, we can train the adults around the deaf child to use Cued Speech to make their language visually fully accessible.

2. Our Executive Director, Anne Worsfold, recently wrote: 'If I had to put a monetary figure on the **value to deaf children** over the next ten years of just one of the outcomes of our recent work – the inclusion in the Code of Practice (which supports the Children and Families Act) that support for parents should include 'using early learning programmes to promote play, communication and language development' – I would be wondering whether it should be a six- or seven-figure sum. Even though this support isn't an absolute duty on the Local Authority, once family support is acknowledged as important, the whole focus of support should shift and fewer deaf children will start formal education with no language, to be 'rescued', inadequately, by Teachers of the Deaf. Early language access impacts family belonging, cognitive development, literacy, education, and life choices and its value is incalculably large.'

The benefit of our work to provide training

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 up to £64,000 (over the lifetime of one individual). Research shows that deaf children brought up with Cued Speech can be fully literate (see page 14). The cost of training a parent is very variable; we have calculated that the average direct cost of training a parent to use it is around £200, with an additional £50 for office-based support and administration. However, training, advice and support for a parent with a greater need due to family or social

circumstances can cost our charity as much as £1,000. Even the most expensive training and support, if compared only with the cost of poor literacy, is extremely cost-effective.

Added to the benefit of literacy, and the improved life choices that accompany it, is greater belonging at home. Our recent questionnaire to people we had trained did not produce useful data on literacy (because the children were too young) but all reported doubled participation in family life a year after training and 'similar to a hearing child' or 'age appropriate' 4 years after training. All parents reported poor understanding of English before their training; however, after training the figures indicate that (with one exception) the children's understanding of English improved by a year or more for each calendar year. The questionnaire will be repeated at regular intervals.

The greatest beneficiaries

We work to create a situation where deaf children can be full members of their family and community and also become tax-paying adults who contribute to, rather than take from, national resources.

Deaf children vary; many children who effectively use hearing technology still have educational outcomes very significantly below those of hearing children. The use of Cued Speech could prevent this, regardless of the hearing level. However, we make the biggest difference to deaf children who can't benefit from technology. If they don't have Cued Speech, their outcomes can be truly awful: isolated within their family, without a functioning internal language, struggling with education in a language (English) they don't understand, and limited in their life choices. The cumulative effect of this 'perfect storm' of disadvantage is far more damaging than each problem alone - and Cued Speech, used early and consistently in the home (and later at school), can prevent them all.

We now see deaf children who can't learn through technology, but whose parents we taught to use Cued Speech, entirely reaching their potential - happy, literate, confident and with a whole world of future options open to them, which, as one parent said: 'simply wouldn't have been possible' without Cued Speech. We want all deaf children to have the same opportunity.

Even the most expensive training and support, if compared only with the cost of poor literacy, is extremely cost-effective.

The Cued Speech Association UK 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 was also incorporated as a company limited by guarantee. It was renamed the Cued Speech Association UK (CSAUK) in 2000.

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.

Efficient working - We continue to work as efficiently and cost effectively as possible so that the greatest possible proportion of our income is spent on our beneficiaries. 88% of our expenditure is on charitable activities.

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 Trustees 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.

Risk management - The Trustees have assessed the major risks to which the charity is exposed, in particular those related to the operations and finances of the charity. Trustees receive monthly financial data, which is reviewed at quarterly meetings, and are satisfied that systems are in place to mitigate our exposure to the major risks. During the year policies for Risk Management, Conflicts of Interest and Complaints Handling were formalised and are available to download from our website.

Campaigning - to improve outcomes for deaf children, particularly in relation to access to English through Cued Speech, is a small but important element of our work. The Trustees have considered the *Transparency of Lobbying, Non-party Campaigning & Trade Union Administration Act 2014* and are confident that our activities are not within its scope.

Directors' Statement - The Summary Financial Statements for the year ended 31 March 2014 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 charity's trustees consider that a full audit is not required for this year under section 144(2) of the Charities Act 2011 (the 2013 Act) and that an independent examination is needed.

The annual Financial Statements were approved on 19th August, 2015, and will be submitted to the Charity Commission and Registrar of Companies in due course.



Tim Hailstone, Trustee

Independent examiner's statement

In connection with my examination, no matter has come to my attention:

1. which gives me reasonable cause to believe that, in any material respect, the requirements:
 - to keep accounting records in accordance with section 130 of the 2011 Act: and
 - to prepare accounts which accord with the accounting records and to comply with the accounting requirements of the 2011 Act have not been met: or
2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.



Michael Ghersie FCA M G Associates Limited
Chartered Accountant 36 Victoria Road Dartmouth

Legal & Financial

Financial Statement for the year ending 31 March 2015

	2015 Restricted Funds £	2015 Unrestricted Funds £	2015 Total Funds £	2014 Total Funds £
Incoming Resources				
Voluntary Income	78,289	28,845	107,134	161,694
Activities for generating funds	743	2,300	3,043	4,191
Investment income		471	471	818
Incoming resources from charitable activities	29,000		29,000	15,519
Total incoming resources	108,032	31,616	139,648	182,222
Resources expended				
Charitable activities	113,267	16,969	130,236	131,640
Cost of generating charitable income	5,828	2,196	8,024	10,816
Management, Administration & Governance	4,347	6,299	10,646	10,711
Total resources expended	123,442	25,464	148,906	153,167
Net incoming/(outgoing) resources before transfers	-15,410	6,152	-9,258	29,056
Transfers between funds	36,317	-36,317		
Net incoming/(outgoing) resources after transfers	20,907	-30,165	-9,258	29,056
Reserves brought forward	40,765	93,913	134,678	105,622
Prior year adjustment	-2,000	2,000		
Reserves carried forward at 31 March 2015	59,672	65,748	125,420	134,678

Income

Total income received in 2014/15 was £139,648, of which £107,134 was donated by charitable trusts, companies and individuals. The remaining £32,514 included tuition fees and charges, membership subscriptions and investment income.

Expenditure

Total expenditure was £148,906, of which £130,236 was spent on charitable activities, £8,024 on fundraising and £10,646 on governance.

Reserves

Expenditure exceeded income by £9,258 resulting in a decrease in funds from £134,678 to £125,420 of which £9,922 is restricted to specific work; £49,750 is restricted to specific expenditure in 2015/16; and £65,748 is unrestricted.

The Association's policy is to hold a designated contingency reserve of £20,000 and in addition, operating reserves equivalent to not less than three months' expenditure. The balances held at 31 March 2015 met that requirement.

Legal & Financial

Balance sheet as at 31 March 2015 / Donors

	2015	2014
Assets		
Fixed Assets		
Tangible Assets	7,483	1,675
Current Assets		
Debtors / pre-payments	5,207	2,119
Cash at bank and in hand	117,272	137,828
Total current assets	122,479	139,947
Creditors (<i>amounts falling due within one year</i>)	(4,542)	(6,944)
Net current assets	117,937	133,003
Total assets less liabilities	125,420	134,678
Funds		
Restricted - General	0	2,000
Restricted - Projects	9,922	38,765
Unrestricted - General	45,748	73,913
Restricted - to 2015 /16	49,750	
Contingency reserve	20,000	20,000
Total Funds	125,420	134,678

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:

Charitable Trusts and Foundations:

AIB Group (UK) plc
 Albert Hunt Trust
 Ardwick Trust
 Arjo Wiggins
 B-CH 1971 Charitable Trust
 Barbara Ward Children's Foundation
 Benham Charitable Trust
 Britannia Royal Naval College
 Charities Committee
 Conservative Ladies Luncheon Club
 D M Charitable Trust
 Dorothy Hay-Bolton Charitable Trust
 Earmark Trust
 Elizabeth and Prince Zaiger Trust
 Esmée Fairbairn Foundation
 F C Burgess Sunday Appeal Fund
 Fitton Trust
 Foyle Foundation
 Garfield Weston Foundation
 Inner Wheel Club Charity

Kobler Trust

Lionel Wigram Memorial Trust
 Marsh Christian Trust
 Michael and Anna Wix Charitable Trust
 Misses Barrie Charitable Trust
 Mrs. H R Green Charitable Settlement
 Ormonde Foundation
 Pennycress Trust
 PF Cable Charitable Trust
 Raymond and Blanche Lawson
 Charitable Trust
 Recycle4Charity
 Reuben Foundation
 Sir James Roll Charitable Trust
 Woman's Guild of Canterbury
 Worshipful Company of Insurers
 Charitable Trust

Support 'in-kind'

Field Studies Council

Members and individuals:

Mrs Gill Banham
 Mr Peter Bowman
 Mrs Win Burton
 Mrs Cate Calder
 Ms Christine Cottam
 Mrs Jeign Craig
 Mrs June Dixon-Millar
 Mr Roy Evans
 Mrs Cathy Groeger
 Mrs Virginie Jeancler
 Mr Christopher Millar
 Mr Ken Orpin
 Dr Harold Silver
 Mrs Sheila Skillings
 Ms Kirsty Smith
 Mrs Carole Tedham
 Mrs Sue Tweed
 Mr Malcolm Ward

The Directors are grateful for the support, interest and encouragement received during the year

International Research

There is a wide range of international research on Cued Speech. The essential findings (from just a few of the scores of relevant papers) are:

Understanding English – Without Cued Speech, 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. New research tells us that Cued Speech is not lip-reading with an additional cue; the cue is received first, disambiguating the following lip-pattern.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 learned 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 learned by a hearing parent or teacher in approximately 20 hours.

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 parents⁵.

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'⁶.

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 added¹⁰.

Speech production – speech intelligibility was better in Cued Speech-using implanted children than non-Cued Speech-using.¹¹

Cued Speech is inclusive - it helps deaf children get the best from their hearing aids and cochlear implants¹². On the other hand, whilst Cued Speech was intended by its inventor to be accompanied by an audible spoken message, Cued Speech gives full access in the absence of any hearing¹³ and works well when used bilingually with a signed language.

1.) Ling, D. & Nicholls, G. (1982). Cued Speech and the Reception of Spoken Language, *Journal of Speech and Hearing Research*, 25, p262-269

2.) Herman, R., Roy, P., & Kyle, F. (2014) Reading, Dyslexia and Oral Deaf Children : From Research to Practice. London, UK: Nuffield Foundation; City University London.

3.) Troille, E., Cathiard, M., & Abry, C. (2007). A perceptual desynchronization study of manual and facial information in French Cued Speech. *ICPhS, Saarbrücken, Germany*, p291-296.

4.) Torres, S., Moreno-Torres, I., & Santana, R. (2006). Quantitative and qualitative evaluation of linguistic input support to a prelingually deaf child with Cued Speech, *Journal of Deaf Studies and Deaf Education*, 11, p438-448.

5.) LaSasso, C.J., Crain, K.L., & Leybaert, J. (2010) Cued Speech and Cued Language for Deaf and Hard of Hearing Children, (1st Ed, p151 – 182) Abingdon: Plural Publishing Inc.

6.) LaSasso, C.J., Crain, K.L., & Leybaert, J. (2010) Cued Speech and Cued Language for Deaf and Hard of Hearing Children, (1st Ed, p183 – 212) Abingdon: Plural Publishing Inc.

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

8.) Colin, S., Leybaert, J., Ecalle, J., & Magnan, A. (2013). The development of word recognition, sentence comprehension, word spelling and vocabulary in children with deafness: A longitudinal study. *Journal of Research in Disabilities*,

34, p1781-1793.

9.) Leybaert, J. & Charlier, B. (1996). Visual Speech in the Head: The Effect of Cued Speech on Rhyming, Remembering, and Spelling. *Journal of Deaf Studies & Deaf Education*, 1, p234-248. **Plus others**, including: Alegria et al., 1990a, 1990b, 1997 and 1999; Charlier & Leybaert, 2000; Colin et al., 2007, 2013; Crain, 2003; LaSasso et al., 2003; Leybaert, 1998. Full references can be found in the paper in the *American Annals of the Deaf*.

10.) Rees, R., & Bladel, J. (2013). Effects of English Cued Speech on speech perception, phonological awareness and literacy: A case study of a 9-year-old deaf boy using a cochlear implant. *Deafness & Education International*, 15, p182-200.

11.) Vieu, A. Mondaina, M., Blanchard, K., Sillon, M., Reuillard-Artieres, F., Tobey, Piron, J. (1998). Influence of communication mode on speech intelligibility and syntactic structure of sentences in profoundly hearing impaired French children implanted between 5 and 9 years of age. *International Journal of Pediatric Otorhinolaryngology*, 44, p15-22.

12.) Descourtieux, C., Groh, V., Rusterholtz, A., Simoulin, I., & Busquet, D. (1999) Cued Speech in the Stimulation of Communication: An Advantage in Cochlear Implantation.' *The International Journal of Paediatric Otorhinolaryngology*, 47, p205-207.

13.) Fleetwood, E., & Metzger, M. (2010) In *Cued Speech and Cued Language for Deaf and Hard of Hearing Children*. (1st Ed, p183 – 212) Abingdon: Plural Publishing Inc.

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with Cued Speech this rises to 96%



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Charity Number 279523

Company Number 1477997

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Cued Speech was devised in 1966 by the late Dr. R Orin Cornett,
Professor Emeritus of Audiology, Gallaudet University, USA

Cued Speech gives access to English — **even for deaf babies and children who can't**
benefit from cochlear implants and hear nothing at all

Once deaf children understand English they can communicate and learn to read and
write

Cued Speech can be learnt in just 20 hours so deaf children can learn language
without delay

This Annual Report was designed and printed in-house.