

Berkshire Sensory Consortium Service

Summer 2022

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Deaf/ Hearing Loss- Chatty Monkeys

At Chatty Monkeys, we have been busy planting sunflower seeds. The children explored the texture of the soil and planted some seeds. We are looking forward to seeing the results and how tall they have grown. We had lots of talk of *adding more, planting and watering their seeds to help them grow.*

We look forward to welcoming old and new families on a Tuesday morning at 9.30am until 11 at St Michael & All Angels Church in Spencers Wood.







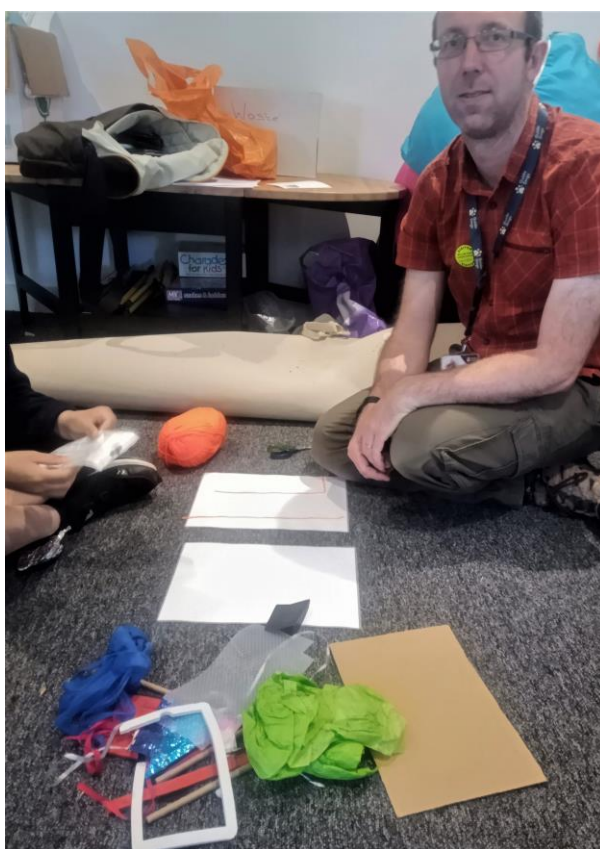
Pupil Voice

Listening to the views of our children and young people we work with is very important to us. At Chatty Monkeys the youngest children supported by the service were giving their views on what they like to do at the group.



Martyn Arthur, Education Training Placement, VI

Martyn Arthur has been on an Education Training Placement from University City London with Julie Bunker for the past 10 weeks. He is training to be a Qualified Habilitation Specialist for Guide Dogs. He has done really well and has built a fabulous rapport with some of our BSCS pupils. This is a photo of Martyn working with a Y3 pupil, helping him create a tactile map of a route from school to the local newsagents. Martyn says *"It has been great to see the progress that the young people have made and the range of skills they are developing. The support BSCS pupils receive is amazing and is a great model for other areas"*.



Student Celebrations



Addington School: Deaf/ Hearing Loss, Jake Gray, Year 11

Well done to everyone that has been working hard on looking after their equipment, learning new skills to maintain them.

It is very important for our children and young people to learn to look after their equipment. In learning these skills, they are taking ownership over their equipment, developing independence skills in looking after their aids, which helps to promote positive wellbeing.

Jake has been working hard on using the battery tool to remove the battery from his hearing aid so that he can change his battery:



Mahadi Padia, Year 4

Mahdi has been learning to use yes/no symbols to communicate if he can hear us:



1 -

Dua Memon, Year 6 ,Vision Impaired



Daring Dua

In October 2021 I signed up to be house captain in year 6. I had to say a speech in front of the whole of my school, Ryvers primary school! I beat 2 other children and I am now Kingsley house captain. My duties include counting house points, going to meetings, organising inter house competitions and choosing winners for poster competitions.

In school I am also a reading buddy. So, I help year 1 children read and help fix their mistakes.

I am also a prefect and I help to organise the relaxation session for Octopus class in school. The children have special needs.

Recently I went on a school residential trip to Longridge Residential Centre. We stayed in tents and I took part in every activity. It was fun but having to walk to the toilet / shower block was not fun! My favourite activities were the giant swing and rock climbing.

A few days ago, I went to Thames Valley Adventure Playground on the SCS transition picnic, where I tried lots of new things such as going on a zip line. I enjoyed decorating my secondary school worry jar. We shared our worries and we talked about solutions. I feel better about it now.

In September I am going to Upton Court Grammar School as I passed my 11+. In the test I had 15 minutes extra time and larger print.

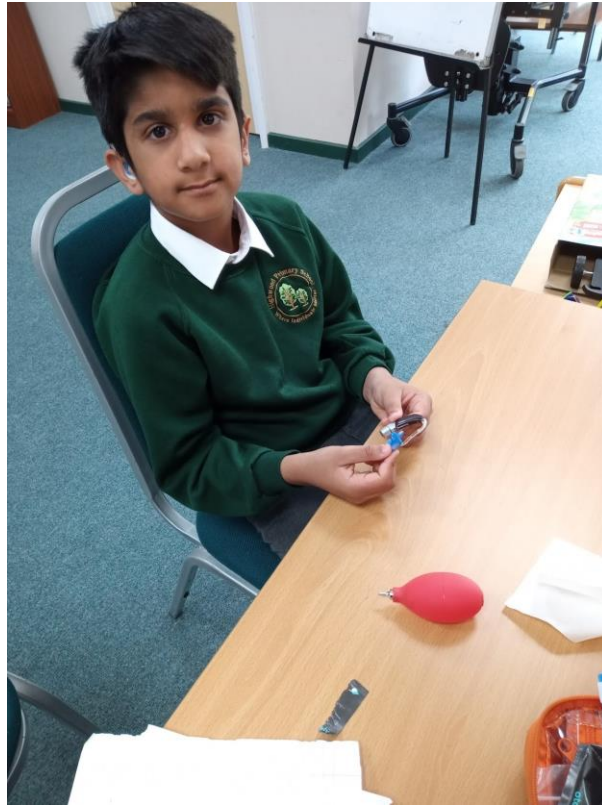
Despite being visually impaired I am still able to do everything I want to!

Cats are my favourite.

Written by Dua.

Muhammad Sheikh, Year 4, Deaf/ Hearing loss

Muhammad has learnt to use the puffer to remove the condensation from the tubing so that the clarity of sound is better:



2 - Muhammad is at Highwood Primary School



Grace Haines, Year 6, Vision Impaired

This is Grace Haines, Year 6 at Park Lane School, at the top of the climbing wall on her recent school journey to Avon Tyrrel Outdoor Education Centre. Over the course of the week Grace participated in Low Ropes, The Adventure Course, Kayaking, Raft Building and overcame her fear of heights to succeed at climbing.

Well done Grace!



Zackary Waight, year 11 Deaf /Hearing Loss

Zackary is studying at Edgbarrow, Bracknell Forest Secondary School.

On 2nd February some of our highest achieving maths students in years 9,10 and 11 sat the UKMT maths challenge. This is a national competition with 'problem solving' type questions set around many different areas of mathematics. Zackary Waight, year 11 achieved a silver certificate.'

Also from the PE Department: Year 11 are still unbeaten whilst writing this. They have a cup quarter final to come and another league match which if they win, should win the league. The team have been a really strong unit and performed a breath-taking display against Garth in which a **Zack Waight** screamer sealed an excellent defensive display.'

Well done Zackary!

Sanjot Kaur, Year 4, VI

Congratulations to Sanjot Kaur, who recently scored full marks on the Year 4 Times Tables Check. What an achievement - we are so very proud of you!
Sandy Piper (QTVI) & Lisa Burton (QESTA)

Lily Stevens, Year 10, Deaf, Hearing Loss

I was tasked with coming up with a presentation as part of my GCSE English, speaking and listening exam. I chose to talk about the provisions available for deaf and hearing impaired young people. I felt it was an area that many of my peers and teachers may not know much about and something that I was able to talk about having had first hand experience of many elements I covered. The feedback from both my peers and teachers was very positive so fingers crossed for a good result!

Well done Lily! You are an amazing advocate for hearing impaired students and thank you also for submitting a video for our deaf awareness week.



Muhammed Affan Malik, Year 3, Southlake Primary School, Deaf/ Hearing Loss

Muhammed Affan Malik has learnt to take the tubing off and on the hearing aid and to use the puffer independently:

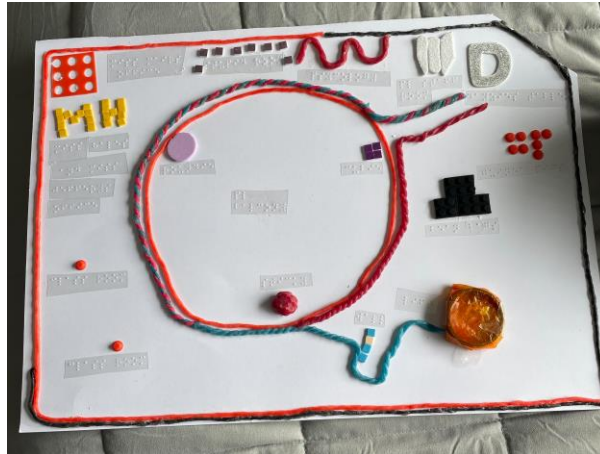


Dayzie Simpson, Year 8, VI

Dayzie has created a tactile map and it represents the Personal Learning Area. She has also written a very detailed piece about her tactile map:

On a damp morning, on Friday 20th May 2022, My habilitation specialist and I made a tactile map of where I spend most of my time in school, the SENCO unit, also known as PL or personalised learning. Julie and I have had a tactile map on our targets list for a while now, but now it's finished. PL is an interesting space as you may be able to tell by my tactile map. Julie and I have been route learning many short routes around Personalised Learning. One being from my table around the balcony and back to my chair. When i say 'My' table, anyone can sit there, but it's my favourite table and we've put tactile things on that table so i can help myself know where i am. I think it's only me that sits here anyway. We have also learnt the route around the balcony to the lift. To create my tactile map, we used wikki stix, wikki stix are made up of wac and are used as a replicate instead of glue on string. They are self-adhesive and they stick without glue, just a bit of pressure from your finger. We also used braille self-adhesive sticky back plastic to create braille labels to make it clear what everything was represented by. We used multiple wikki stix wrapped around each other so it felt different to indicate the route of what i do and it would feel different to one of the wikki stix, we used a foam letter d to represent my table, we used a chopped up foam letter Z to make 3 vertical lines to represent the Personalised Learning staff room, we used two untwisted wikki stix to create a wobbly line to represent the psychology class room we used a wobbly line to represent it because phycology sounds complicated luckily i think it's just a sixth form class, but we used a wobbly line for that, then we used these square bump ons which we found in a craft box, which represents a stupid room which we weren't allowed to go in but i think its for computering storage place i think but we call it the stupid room because just why is it there its stupid! We then have the head of key stage 3's office which is represented by the guts, the raised backing of the empty packet of bumpons it feels really nice and unusual though! then below that we have more square bumpons but making a the letters mh which represents Miss hales office, below that we have two classrooms, i don't really know what they are for because when we were going round PL Julie had to whisper because there were exams in there and we weren't too sure what they were. to the right, we have the wall and next to the wall is the lift the square bump ons in a horizontal line represents the wall and then the lift is represented by an all-

ready-empty roll of sellotape with some sort of sweet wrapper on top, me and julie hand made this and then it got stuck on with hot glue. Then in front of that we have the bean bags represented by this bendable-stickable-tactile lego thing. Then next to that we have circle bump ons in the pattern of G and P in braille representing The Guinea Pigs named smokey and squeak and then you have done a whole loop and your at my table. How do i get around that? There's the balcony which i haven't described! the balcony is a circle with corners and is a weird shape. To get to the balcony, i go to the left hand side of my table to the left corner and square off and scan until i hit this pillar, there are three pillars the first one is called cubie and it feels like a rectangular prism, which is basically a long square but cubie has no corners it's like they've cut them off. I always go round to the right so the pillars come in the right order, cubie then you would trail to trail, you have your hand against something that will guide you round something. the hand position is all four fingers bent and kind of like a fist with your thumb underneath, you have to protect your finger tips for feeling things such as braille, anyway when your tracking i also like to shawline against the balcony with my cane so i have both my hand and my cane. So i go round to the right and we get to loads of corners but we need to track round and find roundie which is probably a third of the way round the balcony, roundie is round and circular with no corners so it's actually like a circle! then we keep going till we get to sticky sticky is like roundie except someone had put sellotape on the pillar sticky but it had came off and left it's dry weird residue, then at sticky if you square off and scan you hit a wall and then you track around to the right of the wall and find the lift but anyway, you are at sticky continuing to come round to the right, then you have cubie again and my table and the bean bags and the guinea pigs and the silly pointless noise that is the hand dryer which goes off way too much through the day and i have my fingers in my ear every time it goes off it doesn't get any easier but that's my version of personalised learning . I forgot to add this in but i made the pillars on the tactile map too cubie is four square bump ons in a 2 by 2 square, roundie is a foam circle sticker which was something else but julie helped us change it into a small circle, sticky is a thick wikki stick ball which is kind of sticky too. the balcony is represented by one singular wikki stix and the route is a different texture two twisted wikki stix which represents the short and simple route I do.



Clodagh Farrell, Year 13, Deaf/ Hearing Loss

Clodagh Farrell is a Year 13 student just finishing at Edgbarrow and off to University in September.

Being deaf my whole life has never disadvantaged me in terms of what I believe I can do or achieve. Having implants from such a young age has benefited me in more ways than expected, allowing me to be able to speak clearly and understand body language and facial expressions well, helping me to read situations that may arise. They have helped me overcome all sorts of barriers with increased confidence. Sport and music can be seen as something that could hold a hearing impaired person back but I have not let this define me, and participate fully in these activities with my implants, overcoming obstacles each day.

My fascination with music has always been with me - having my implants gave me my belief that I can do anything surrounding music. I learnt how to drum from the age of 8 and continued it for 6 years, learning many different songs of all genres. I also sang in a choir as part of my Bronze Duke of Edinburgh and gained self-esteem in being able to cope in noisier environments and staying concentrated on the task at hand.

Outside of my A-level studies I have completed my Bronze and Silver Duke of Edinburgh and am working towards achieving my Gold, which would not have happened if I did not have the independence that these devices have provided me with. While completing my Gold Duke of Edinburgh, I wanted to gain

greater language skills and importantly for me, learn more about the Deaf community, which I accomplished in a sign language course, learning small simple signs that now enable me to hold a conversation. As a result, I have enhanced many skills, including teamwork, leadership and commitment. I have been able to further these and increase my confidence as a Deaf athlete playing football and badminton at a good level, venturing beyond my comfort zone. At 16 years old I joined an adult hearing football team where I have made them more deaf aware and accepting of an invisible disability.

For the last 6 years, I have been volunteering with Beavers which has improved my communication skills, confidence levels and taught me to be more open about my implants - I take leadership roles without hesitation and work constructively with large groups, explaining what is needed when talking to a person with a hearing impairment. During the pandemic, I was even able to participate in virtual Beaver meetings held on Zoom, testing my listening abilities. This proved very helpful in my university applications when I had to take part in virtual interviews. Had I not had implants none of this would be at all possible.

I started at a primary mainstream school at 5 yrs old and have continued all the way through to sixth form. I have thrived and have been able to participate fully in all school activities and trips. I currently study Biology, Sport and Exercise Science and Sociology A Level and want to continue on to university and study physiotherapy. I wouldn't have the confidence in myself to be able to do this without the access to spoken language and the hearing world that the implants have provided to me. During my time at school, I was asked to participate in interviews for the new Head of Sixth Form, deciding who was suitable for the role. I was chosen due to my self assurance and ability to communicate clearly in my questions. This is a further example of the confidence and unique perspective that the implants have given me. I want to study physiotherapy due to it being used in all aspects of the hospital; helping people regain their independence, confidence and some control over their own life, in the same way I got support after being diagnosed as profoundly deaf.

I maintain a huge variety of friends with the help of my implants. The implants have given me the support and belief in myself to be able to communicate freely with others and want to spend time with friends outside of school, football and work. I have friendships that have lasted over 10 years and still remain in good contact with them due to my implants. I go out almost twice a week meeting my friends and doing activities such as bowling and eating out which wouldn't have been possible without implants. I can maintain concentration and not be overstimulated as easily, participating in conversations that I would not have done before.

Losing my implant was a huge wake up call at how crippling it was without it. I had to cancel many driving lessons, I couldn't work as a lifeguard and had to make a call over the phone to someone with a voice I don't recognise on my non dominant ear. I felt I wasn't able to meet my friends and became socially withdrawn for a short period of time and couldn't listen to music with the same enjoyment. My job as a lifeguard requires me to be able to listen and watch, which the implants help me out massively - many don't think a deaf lifeguard is possible due to the water but having my aqua accessories has enabled this to happen, helping me to break unexpected barriers with my implants.

I am very hard working and despite there being barriers with my disability, I enjoy the process and challenge it takes to reach goals. All of these achievements show my dedication which will be mirrored in my undergraduate studies. When I am enthusiastic about a task or qualification, I go to all lengths to achieve and succeed in what I want of myself. Having implants has made me more aware of body language and has pushed me to start learning sign language. I am determined that my deafness will not hold me back in what I want to achieve in life and I will use it to my advantage helping other people who may struggle to verbally express their worries or emotions, rather than seeing my deafness as a disadvantage.

Bethany Brown, FS, Deaf/ Hearing Loss

Bethany has a bilateral, moderate, hearing loss and she has had a brilliant first year in school. Bethany is an excellent hearing aid wearer and uses her radio aid so well and helps out her teachers. She has a laminated picture of her radio aid and an ear so she can show her teachers if there is a problem with her listening. Well done Bethany, you are a star!

I've enjoyed playing with my friends, in the playground. I enjoy my lunch it's yummy. I enjoy choosing and writing letters.

I'm looking forward to making new friends in year 1. I'm looking forward to meeting my new teacher. Today we had a race in P.E. And it was really fun. Leanne's games are really fun. Leanne you're the best teacher.

When I go to year 1 I'm going to be super excited.



Nathan Carmody, Deaf/ Hearing Loss

Huge congratulations to Nathan Carmody who has completed his first year at Berkshire College of Agriculture (BCA) and received an outstanding student award for his work ethic and attitude, his positivity and thoughtfulness towards others.

'My first year at BCA has been brilliant, it has given me a lot of confidence and I have become more independent. Everyone has been really genuine to me and have helped me to progress my goals in Sports and Protective Services Level 1.'

I have also played tennis at the 3rd Open Deaf Youth Tennis Cup in Germany for Great Britain National Deaf Tennis. We played over 2 days. It was an amazing experience and especially as I won a silver medal in doubles.'





Rebecca Stone, Year 2, Deaf/ Hearing Loss

Rebecca has a moderate, bilateral hearing loss and she wears two hearing aids and uses a radio aid.

Rebecca has represented her class this year in the school's Junior Leadership Team, attending meetings, reporting back and representing her class's views. She also got a class award acknowledging her service. Also, she has started swimming lessons and passed her Stage One, thanks to the teachers taking account of her hearing loss when in the water.

Well done Rebecca!



Zain Goodall, Year 6, Deaf/ Hearing Loss

Zain is in year 6 at Thameside Primary School. Leanne, his current teacher of the deaf first met him when he was fitted with two hearing aids about the age of 5 weeks old. Although Leanne has not always been Zain's teacher of the deaf, she is so proud of what he has achieved at primary school and is definitely ready for the challenge of secondary school!

The highlights for Year 6 have been:

- Independence with his radio aid
- Growth in mindset and confidence
- Residential trip, being determined and resilient at completing new experiences

Zain is looking forward to making new friends at HighDown Secondary School and he has had positive transition opportunities and already knows who and where he can ask for help and support.

Well done Zain, good luck in your new school!



Connor Holden, Year 6, Deaf/ Hearing Loss

Connor is in Year 6 at Thameside Primary School.

Connor performed with Rocksteady at his school. There were 4 in the band and Connor sang and gave an amazing performance! Connor is looking forward to starting secondary school.

Also, in the past few weeks Connor broke his leg, he fell off the climbing frame at school and was so brave when it happened, including when the air ambulance arrived!

He is now back at school, after he recovered from operations to his leg. He's been doing really well with his walking frame and wheelchair. Well done Connor for persevering in this difficult circumstance and look forward to hearing more about your singing!

Good luck Connor at your new school.



Jackson King, Nursery, Deaf/ Hearing Loss

Jackson is profoundly deaf, he had his cochlear implants in the summer of 2019 and these were initially tuned in July 2019. Jackson has had difficulty tolerating wearing his coils and speech processors, and so has had limited access to sound over the period since implantation. Jackson's family have worked extremely hard to try and support his consistent use of the speech processors, and have worked closely with local professionals. Jackson is now wearing his left processor consistently at home and at both nurseries he attends.

Well done all for working as apart of an amazing team, and particularly to his Mum and Dad!



The next newsletter...



If you would like to add anything to the next newsletter for December 2022, please send your information to:

leanne.cox@achievingforchildren.org.uk

Wishing you all a fantastic summer break!



The Six Authorities





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