



Session 2

British Sign Language Toolkit launch

For

Teachers of Deaf children and young people

Wednesday 26th April 2023 – 3:30-5:00 pm

Practical Points / Event Protocols

- Please mute your microphone when you are not speaking to minimise any echo, feedback or background noise.
- **Turn on live captions if required** (press – more, language & speech)
- Everyone is invited to share their experiences, thoughts, ideas, resources, questions and worries.
- You can use the chat pane to post comments, questions, thoughts or links to resources.
- If you wish to contribute to the live discussion please type the word ‘speak’ into the chat pane or use the ‘raise your hand’ button. The facilitator will bring you into the conversation.
- The event **will be recorded**.
- If you lose connection, use the same joining instructions to reconnect.
- Today’s event will be as relaxed and conversational as possible.
- Lastly – an online discussion is very different to face-to-face and can take time to get used to it!

Overview



- Key national legislation, standards and rights of British Sign Language users in Scotland
- Overview, background and toolkit outline
- Consider workforce development amongst teachers of deaf children
- Explore ways of using the reflective questions in the BSL toolkit to evaluate and improve practice in your setting or service
- Consider ways to work more effectively with deaf colleagues
- Key available support in Scotland to support practice

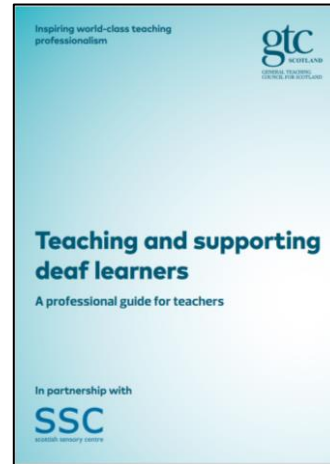
Examples of key national legislation, frameworks, plans and documents

Parental Involvement Act 2006 and Statutory Guidance



- ↗ Learning at Home
- Home/School Partnership
- ↘ Parental Representation

GTCS



National Plan



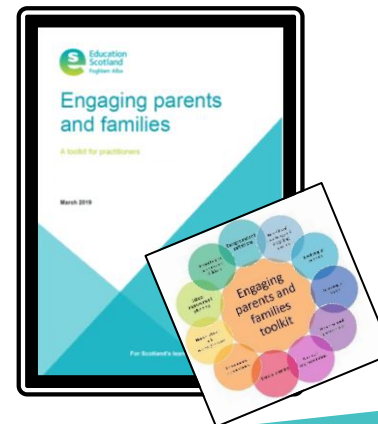
BSL Toolkit



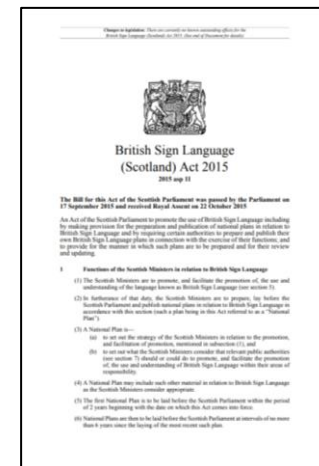
National Improvement Framework



Toolkit



BSL (Scotland) Act (2015)



British Sign Language National Plan 2017-23

10 long-term goals for BSL in Scotland

The Scottish Government's British Sign Language Act (2015) and National Plan has several long-term goals for BSL in Scotland which include early years and education. One of these goals is to support deaf children who use BSL to reach their full potential.

Family Support, Early Learning and Childcare

Our long-term goal:

The Getting it Right for Every Child (GIRFEC) approach will be fully embedded, with a D/deaf or Deafblind child and their family offered the right information and support at the right time to engage with BSL.



School Education

Our long-term goal:

Children and young people who use BSL will get the support they need at all stages of their learning, so that they can reach their full potential; parents who use BSL will have the same opportunities as other parents to be fully involved in their child's education; and more pupils will be able to learn BSL at school.

By 2020, Scottish Ministers will:

16

Work with the General Teaching Council for Scotland (GTCS) to remove barriers that make it difficult for BSL users* to become registered teachers.

17

Undertake additional investigations into the level of BSL held by teachers and support staff working with D/deaf and Deafblind pupils in schools.

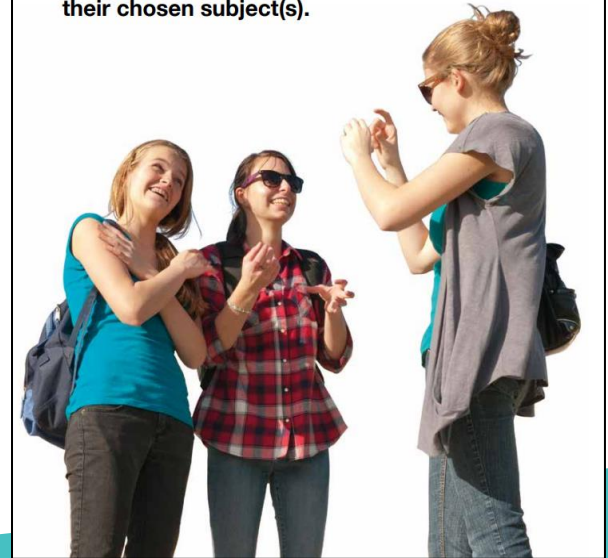


* Wherever we refer to 'BSL users' we mean D/deaf and/or Deafblind people (those who receive the language in a tactile form due to sight loss) whose first or preferred language is British Sign Language.

Post-School Education

Our long-term goal:

BSL users* will be able to maximise their potential at school, will be supported to transition to post-school education if they wish to do so and will receive the support they need to do well in their chosen subject(s).



Local authority British Sign Language Plans

Parentzone
SCOTLAND

My child Learning in Scotland Learning at home Find a school My school Additional support Getting involved News BSL

Parentzone Scotland > BSL > British Sign Language Act and national/local plans

British Sign Language Act and national/local plans

For a signed video of content on this page, please visit our [BSL landing page](#).

The Scottish Government's [British Sign Language \(BSL\) Act \(2015\)](#) and [National Plan](#) has several long-term goals for BSL in Scotland which include early years and education. One of these goals is to help parents who use BSL to be fully involved in their child's education. Further information on the BSL Plan is available on the [Scottish Parliament website](#).

Local Authority British Sign Language Plans

- Aberdeen City Council
- Aberdeenshire Council
- Angus Council
- Argyll and Bute Council
- The City of Edinburgh Council
- Clackmannanshire Council
- Comhairle nan Eilean Siar
- Dumfries and Galloway Council
- Dumfries City Council
- East Ayrshire Council
- East Lothian Council
- Fife Council
- Glasgow City Council
- Highland Council
- Midlothian Council
- Moay Council
- North Ayrshire Council
- North Lanarkshire Council
- Orkney Islands Council
- Perth and Kinross Council
- Renfrewshire Council
- Scottish Borders Council
- South Ayrshire Council
- South Lanarkshire Council
- Stirling Council
- West Dunbartonshire Council

Contact Scotland

- [contactSCOTLAND-BSL](#) is a Scottish Government service that connects Deaf BSL users across Scotland with all of Scotland's local authorities, voluntary organisations and the private sector. The online BSL Interpreting video relay service (VRS) means that Deaf BSL users can contact any service that relies on telephone contact with their service users or customers. It also means that local authorities, voluntary organisations and the private sector can use this easy and flexible way to interact with Deaf BSL users who access their services.

Related links

[Local Authority Plans - BSL Scotland Act 2015](#)

Local Authority Plans - BSL Scotland Act 2015

Scottish Government

Authority Plans

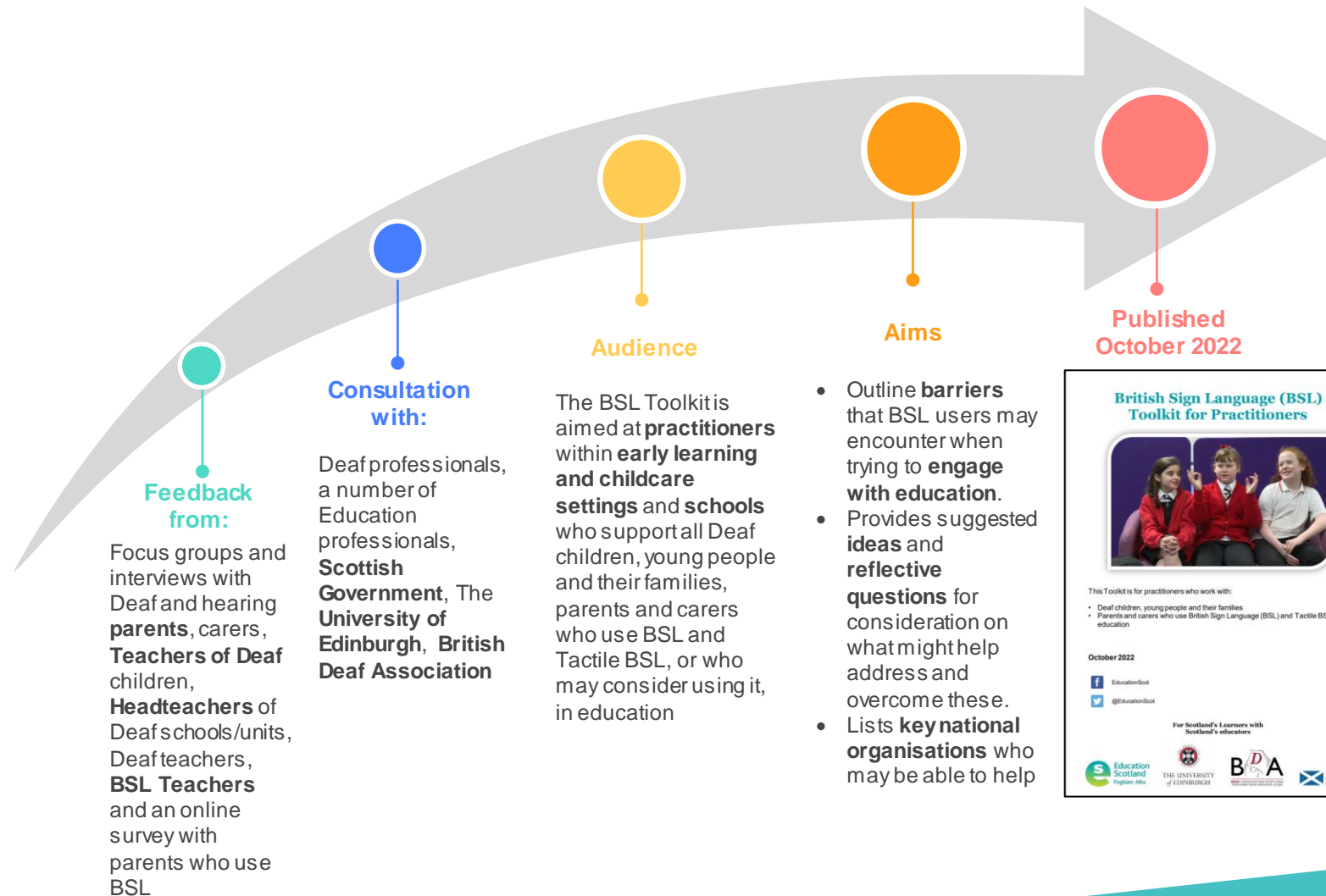
Local Authority Plans

A-D E-H I-L M-P Q-T U-X Contacts

Council Area	Link to BSL version	Link to Plan
Aberdeen City	BSL	Plan Document

<https://education.gov.scot/parentzone/bsl/british-sign-language-act-and-national-local-plans/>

Development of the BSL Toolkit

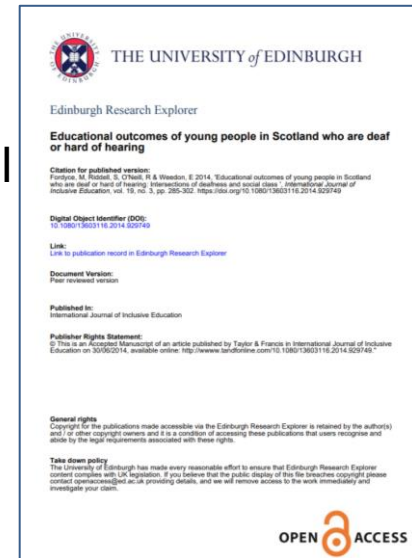


Educational Outcomes of Young People in Scotland who are Deaf or hard of hearing

Key findings from research published in 2014 showed that young people who are deaf or hard of hearing:

- have **lower educational attainment** than their hearing peers
- are **less likely to progress** into higher education after leaving school
- are **more likely to enter further education** as a post-school destination – a minority participate in training programmes, moving into employment or become unemployed
- from less advantaged social backgrounds had **much more difficult** post-school experiences
- can **lack parental and school support**
- can feel **socially isolated and unsupported** through post-school transition process

<https://www.research.ed.ac.uk/en/publications/educational-outcomes-of-young-people-in-scotland-who-are-deaf-or->



Research

[Publications – Deaf Education in Scotland and Wales](#)

[Research & Consultations - British Deaf Association \(bda.org.uk\)](#)

[BDA-Scot-Govt-Consultation-paper-review-empotechcommunities-equ-edu-jan-2017.pdf](#)

[BDA Scotland - Education Submission Report-April-2015.pdf](#)

[Response-to-the-Scottish-Government-BDA-Scotlands-response-to-the-consultation-on-the-Draft-BSL-National-Plan-2017-2023-Final.pdf](#)

[BDA-NI-Report-Early-Years-Intervention-for-Deaf-Children-in-Northern-Ireland-2014.pdf](#)

[Audiology-Seminar-Report-2019.pdf \(bda.org.uk\)](#)




Rights of Deaf children and young people

- [UNCRC](#)

Scottish Qualification Authority:

- Qualifications in BSL for pupils - <https://www.sqa.org.uk/sqa/65529.html>
- Teachers - <https://www.sqa.org.uk/sqa/36298.html>
- Pupils - <https://www.sqa.org.uk/sqa/103011.html>
- Deaf BSL users in Scotland can use BSL for [exams](#)
- Rights of children aged 12-15 - <https://www.youtube.com/watch?v=H1GJFMnprY8>
- Extra support in exams - <https://www.youtube.com/watch?v=eX3RkPb-eVU>
- BSL (Scotland) Act 2015 promotes that information and services will be accessible to BSL users across the Scottish public sector
- [United Nations Convention on the Rights of Persons with Disabilities](#) (UNCRPD) recognises and promotes the use of sign language to allow persons to 'seek, receive and impart information and ideas on an equal basis with others and through all forms of communication of their choice' (Article 21)

A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



ARTICLE 1 (definition of the child)
Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)
The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)
Governments must respect the rights and responsibilities of parents and carers to provide guidance and discipline to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)
Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)
Children must not be separated from their parents against their will unless it is in their best interests. For example, if a parent is hurting or neglecting a child, children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and have in contact with both of them.

ARTICLE 11 (abduction and non-return of children)
Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)
Every child has the right to privacy. The law should protect the child's privacy, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)
If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)
Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must also help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)
A child is someone who has the right to live a full and decent life with dignity and, as far as possible, independence. They have the right to be an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutrition, and a clean and healthy environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)
If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)
Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)
Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (paid labour)
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)
Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhuman treatment and detention)
Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)
Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (parents' liability)
A child accused of any act of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)
If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)
Governments must actively work to make sure all children and adults know about the Convention.

ARTICLE 43 (44) (see above how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45
UNICEF can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS
There are three agreements, called Optional Protocols, that strengthen the Convention and add further rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedures).
For more information go to unicef.org.uk/optional

Task – Breakout rooms

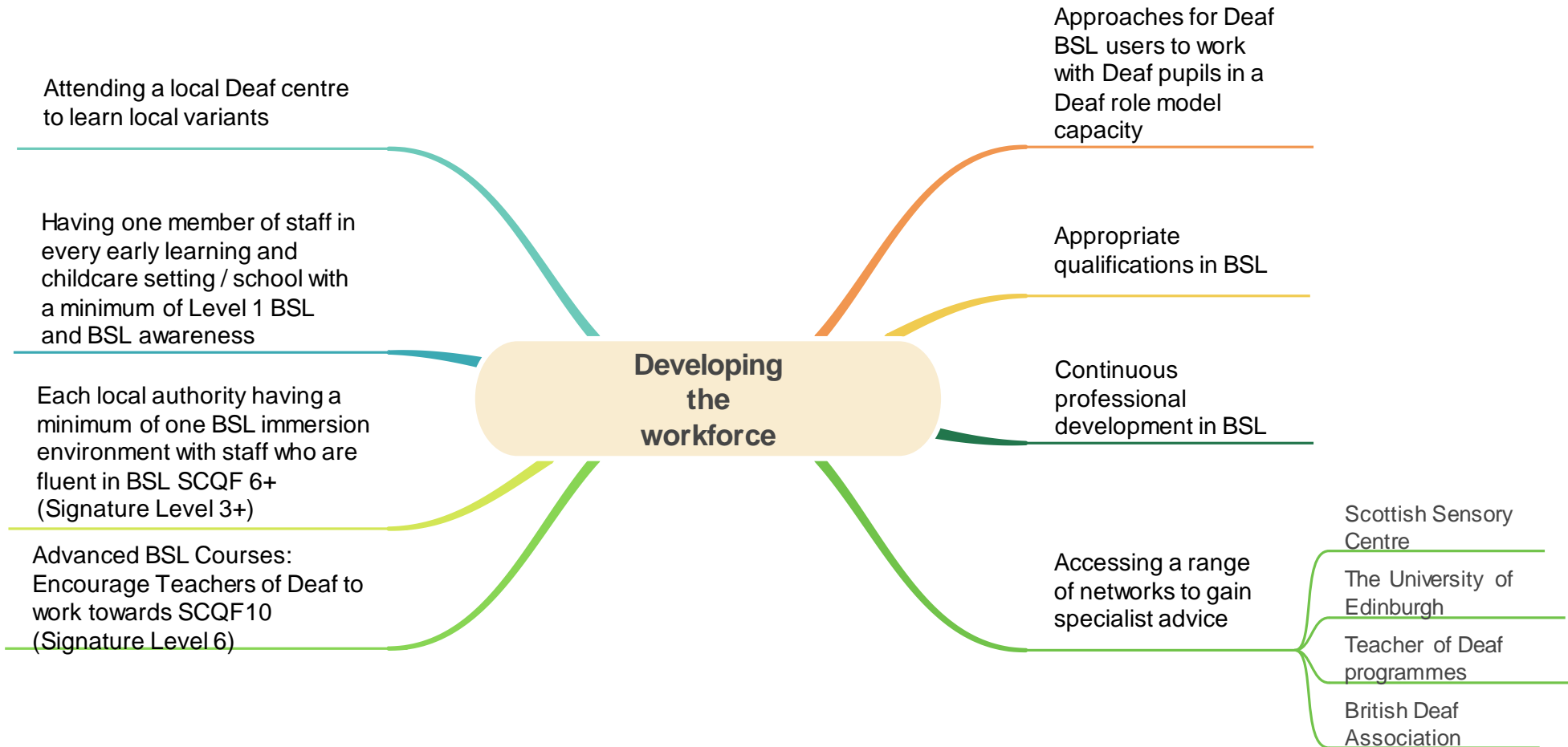
Q1 – What are the current workforce development challenges for Teachers of Deaf children and young people?

Jamboard: https://jamboard.google.com/d/1LDtpXxST_mZLDVN9q-sWo5mpO0e-ST5O9NycvIEjBTE/viewer?f=1

Q2 - What professional development would support you to communicate more effectively with Deaf families who have Deaf children?

Jamboard: https://jamboard.google.com/d/1LDtpXxST_mZLDVN9q-sWo5mpO0e-ST5O9NycvIEjBTE/viewer?f=2

Considerations to help develop the workforce



Ensuring the workforce is developed and equipped to work with BSL users is an ongoing challenge.

Qualifications in British Sign Language

Scottish Qualifications Authority

- Professional Development Awards (PDA) - [British Sign Language Studies SCQF level 8](#)
- [Award British Sign Language SCQF level 3](#)
- [Award British Sign Language SCQF level 4](#)
- [Award British Sign Language SCQF level 5](#)
- [Award British Sign Language SCQF level 6](#)
- [BSL National Units SCQF levels 3–6](#)
- [Higher National BSL Units SCQF levels 6 and 7](#)



Signature - <https://www.signature.org.uk/>

Signature

NB Education Scotland **cannot endorse** any particular course(s) which may incur a cost.

Task sent out – see results on next 2 slides

Q1 - In your opinion, what are the priorities of Deaf parents in respect to their Deaf children's learning?

Jamboard:

https://jamboard.google.com/d/1LDtpXxST_mZLDVN9q-sWo5mpO0e-ST5O9NycvIEjBTE/viewer?f=3

Q2 - As a Teacher of Deaf, what are your priorities for deaf children's learning when they are BSL users?

Jamboard:

https://jamboard.google.com/d/1LDtpXxST_mZLDVN9q-sWo5mpO0e-ST5O9NycvIEjBTE/viewer?f=4

Q1 - In your opinion, what are the priorities of Deaf parents in respect to their Deaf children's learning?

Priorities of Deaf parents

For hearing peers and mainstream staff to be encouraged and supported to sign so that deaf children can be included in all aspects of school life

That staff have a higher level of sign than the pupils they are working with

Access to extra-curricular activities without transport or the availability of staff to provide communication support being a barrier

That all school staff have a sound understanding of Deaf Awareness

That Deaf history and culture is taught and celebrated (possibly more true from children from Deaf families)

Options and opportunities - access to information for informed decision making

Deaf parents from non-UK countries respect for their usage of their sign language as a home language and support to learn BSL

Use of CfE levels is confusing and hides the fact that deaf children are often behind their peers - make this more explicit

To have communication from school in BSL and not only in written English

To have interpreters booked as a matter of course for parents nights and other school presentations and meetings so that they feel as included as any other parent

To have support available for homework or to ensure that homework is provided that they can support their child with

BSL / communication support built into extra-curricular activities when planned, not as an after thought

To have support in school with completion of forms eg childsmile, or vaccination forms, if parents find this (English content) challenging

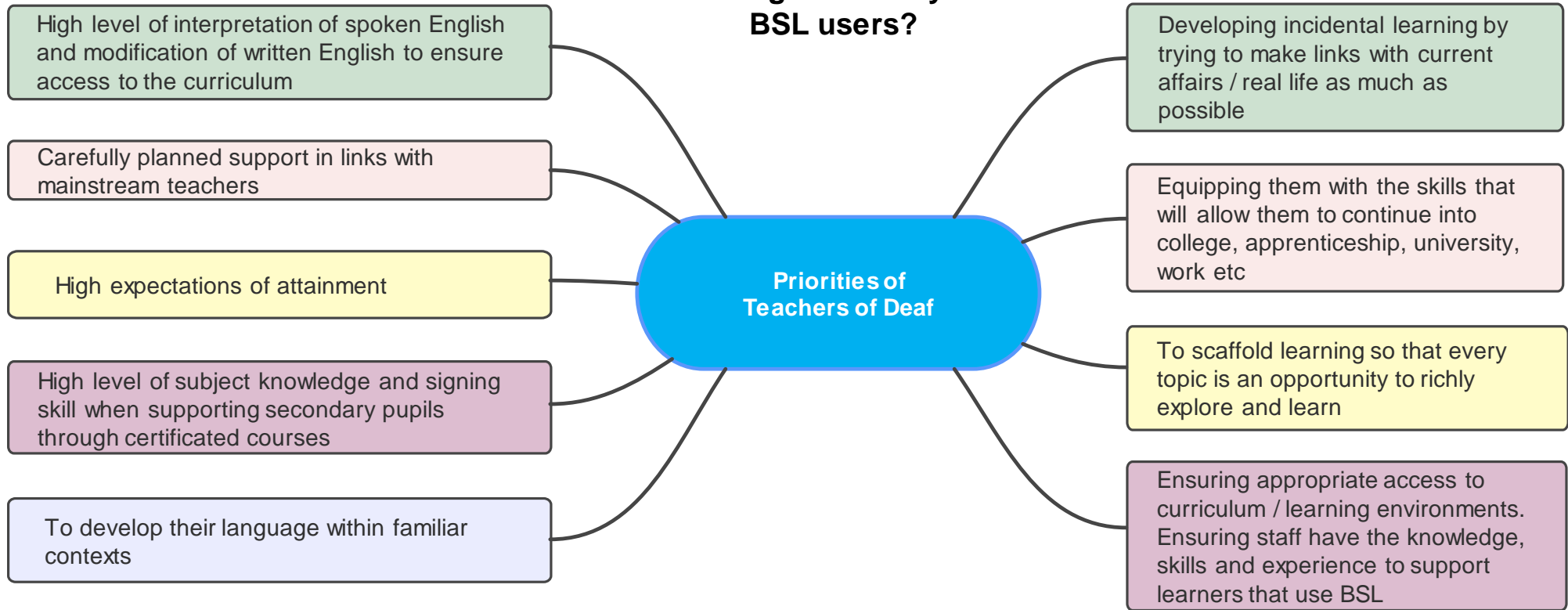
Use of different modes / platforms of communication - video messages rather than text

That staff have high expectations for deaf learners and that the language skills of staff members do not negatively impact on the development of deaf learners

High expectations that deaf children can achieve as their hearing peers and that they should have the same opportunities to learn

- Effective inclusion
- Equity
- Achievement
- High quality effective communication with home
- Equal access to the curriculum

**Q2 - As a Teacher of Deaf,
what are your priorities
for deaf children's
learning when they are
BSL users?**



Original results on Jamboard - https://jamboard.google.com/d/1LDtpXxST_mZLDVN9q-sWo5mpO0e-ST5O9NycvIEjBTE/viewer?f=4

Evaluating practice - Reflective Questions

What is working well in your setting or school to support BSL users? How do you know?

Do staff in your setting / school understand BSL, Deaf culture and Deaf identity?

Are you working with Deaf / hearing parents to evaluate practice?

Are the outcomes for children and families improving as a result of your approaches?

Are staff in your setting / school sufficiently fluent in BSL?

How do you currently evaluate to improve practice in your service?

How well do you increase capacity in the setting / school to promote inclusion, equality and fairness?

Are you using the resources of BATOD?

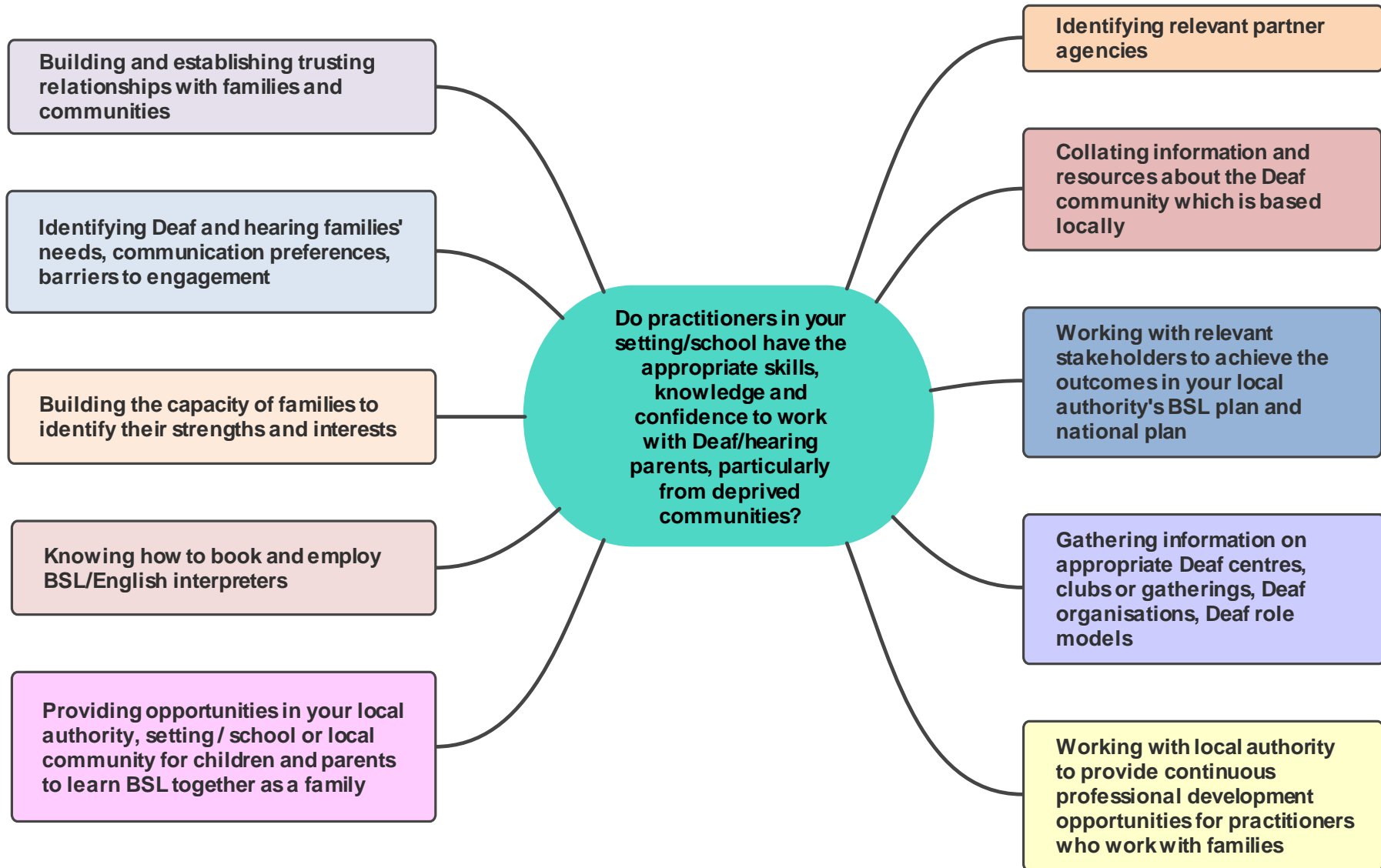
How can you demonstrate that BSL families feel included and are participating, achieving and progressing?

How do staff in your setting / school use data to identify and source interventions?

Are staff aware of the General Teaching Council for Scotland's publication - 'Teaching and supporting deaf learners: A professional guide for teachers'?

How could you use the reflective questions in Sections 6-9 of the BSL Toolkit to help improve practice?

Considerations to help improve practice



Question

Please use the chat pane to provide an answer(s) to the following question:

- What barriers do you experience when communicating and engaging with Deaf professionals e.g. BSL tutors, Deaf Teachers of the Deaf?
- What barriers do you experience when communicating and engaging with hearing professionals?

Working more effectively with Deaf colleagues



BSL Users -
Deaf and/or
Deafblind
pupils

Parents, foster carers,
corporate parents,
adoptive parents,
refugees, gypsy travellers



Headteachers,
Depute HTs,
Principal Teachers



Teacher(s) of Deaf

Community

BSL/English interpreters

Examples of Stakeholders



Schools and Resource Bases



3 Schools for
the Deaf

4 primary schools
with Deaf units

9 secondary schools
with Deaf Units

13 resource bases

Working more effectively with Deaf colleagues

- Range of practitioners and partners who will be able to work in partnership with settings and schools to support BSL users / families
- Range of national organisations who can help support practitioners working with BSL users / families
- Communication with colleagues and families is key to ensure effective engagement with BSL users
- Networking across other schools / resource bases
- Working on joint projects such as Teachers of Deaf supporting with literacy development
- Having a directory of Deaf role models who can be contacted
- Consider setting up a social media platform to communicate with Deaf teachers
- Developing a directory of Deaf centres, clubs, or gatherings, Deaf organisations
- Supporting staff to learn about Deaf culture and identity
- Hearing teachers of deaf children working with Deaf colleagues to improve their BSL

Case Studies

Engaging parents in language learning

Moorfoot Primary School and Garvel Deaf Centre -

<https://education.gov.scot/improvement/practice-exemplars/engaging-parents-in-language-learning-moorfoot-primary-school-and-garvel-deaf-centre-inverclyde-council/>



Good practice in working with deaf learners, their parents and families

St Roch's Secondary School & St Thomas' Primary School -

<https://education.gov.scot/improvement/learning-resources/good-practice-in-working-with-deaf-learners-their-parents-and-families-bsl-plan/>

Resources

The following resources will be useful for practitioners but they do not have particular information about working with Deaf BSL users, parents, hearing parents of deaf children, or Deaf BSL users in settings and schools.

Padlets

- Family Learning and the Outdoors - <https://padlet.com/susandoherty/cnlp1mq77zi4rlz6>
- Family Learning Numeracy and Maths Padlet - <https://padlet.com/susandoherty/5266189ms955lv6c>

Professional Learning Activities

- Family Learning Professional Learning Activities
- Learning at Home Professional Learning Activities

<https://professionallearning.education.gov.scot/learn/learning-activities/>

Wakelets

- Family Learning - <https://wakelet.com/wake/PcjAgKBR7R19qQ-Crt8Oo>
- Learning at home - <https://wakelet.com/wake/514ed540-1501-4d90-be87-65ad192721ab>
- Mental Health and Wellbeing – <https://wakelet.com/wake/z4xxOsUqBlSDgpa8DStJB>

Education Scotland
Foghlam Alba

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Learning in Scotland Curriculum for Excellence Professional Learning Practitioner Resources Inspection and Review Parentzone Scotland

Home > Parentzone Scotland

Parentzone Scotland

Parentzone Scotland provides information and advice about education in Scotland. It includes practical ideas to support learning at home in a variety of curriculum areas, along with information on additional support needs, and tips on how parents can get involved in their child's school and education.

BSL

Access British Sign Language (BSL) translations for key information and advice to help parents support their children's learning including.

My child

Find out what your child is entitled to in terms of learning and support as they progress through their education.

Curriculum in Scotland

This section provides a simple introduction to Scotland's Curriculum for Excellence, including information on the Broad General Education and the Senior Phase.

Learning at home

A positive home learning environment makes a big difference to children's learning.

My school

Find information on some of the different options available when choosing a school for your child.

Additional support

Find out about specific support needs and what you can do to support your child.

Getting involved

As a parent or carer you can make an enormous difference to your child's chances of success in school, at home and in their later life.

News

Find useful news for parents and carers.

Information to support learning



Opportunity for Questions

Discussion

Contact Details

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