



Mayor of Camden Councillor Nazma Rahman

Opening Speech

Catherine Drew
Deputy Headteacher
Frank Barnes School for Deaf Children

BSL Curriculum for
Primary and Secondary Schools



Why a BSL Curriculum?

- Every child has the right to an education in their native sign language.
- Through the learning of BSL, pupils will have the opportunity to develop an understanding of BSL and the Deaf community, who are a linguistic minority.
- Learn a new language, learn the appropriate methods to converse fluently with Deaf people and users of the language, creating a strong sense of cultural diversity and equality.



BSL Curriculum Working Group



Journey



- Sign Bilingual Consortium (SBC), 2017
- Established BSL Curriculum Working Group, 2018
- Primary Curriculum Working Group, 2018-2020
- Secondary Curriculum Working Group, 2022-2023



Intent



- Productive and Receptive Skills.
- Deaf and hearing children.
- Primary to Secondary School Children.



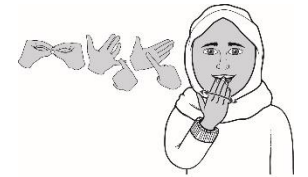


Implementation

- Weekly lessons.
- Timetable.
- Taught by native or fluent BSL users / teachers.



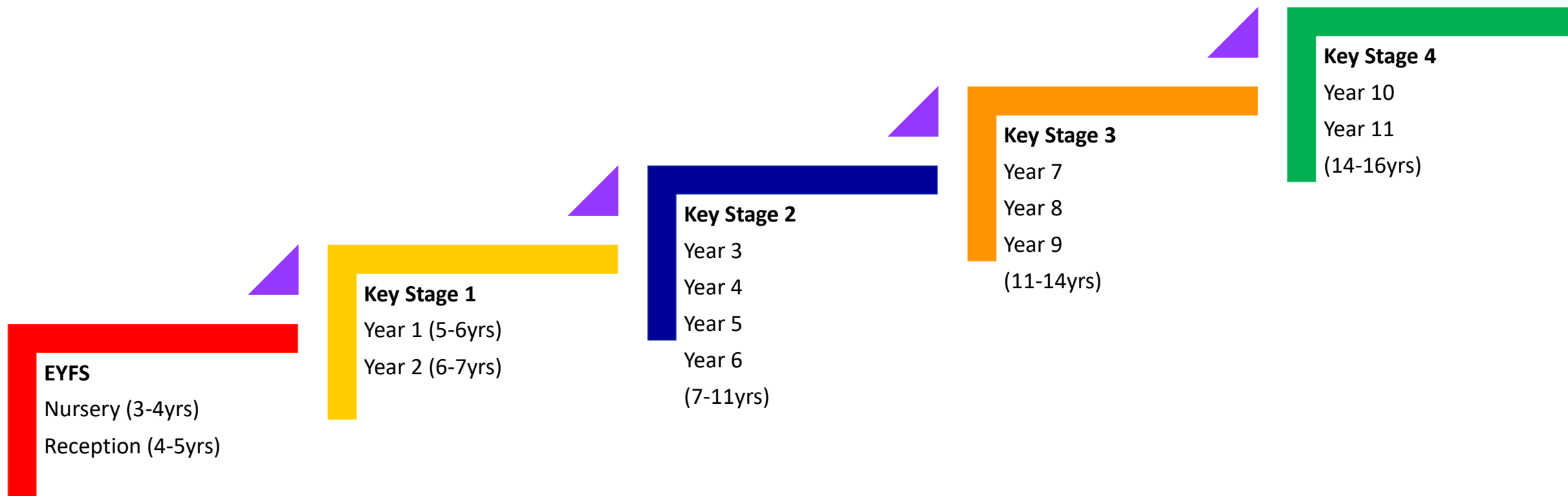
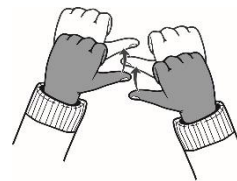
Impact of BSL in Education

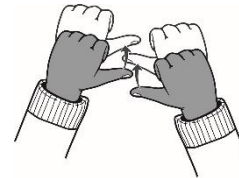


- Improving outcomes
- Inclusive society
- Multilingual & multimodal
- Cultural diversity & equality



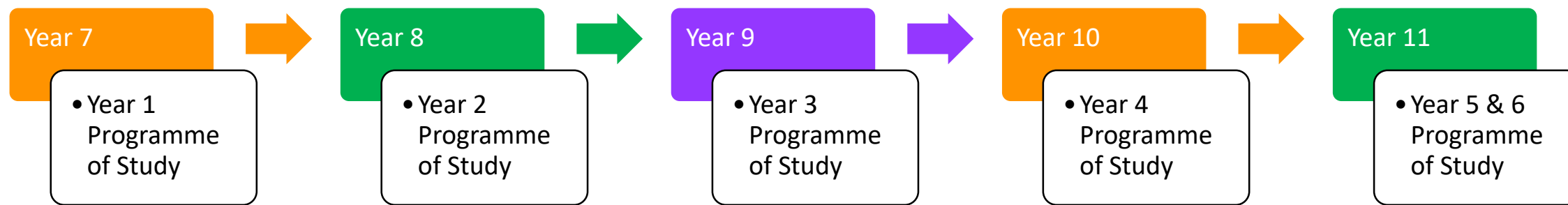
Age Groups and Progression





Age Groups and Progression

- Pupils who begin learning BSL at Year 7 without prior knowledge may follow this pattern of progression.



- BSL GCSE: Separate from the BSL Curriculum.



Oliver Hopwood
Head of Modern Languages
Westminster School

The Value of Language-Learning

Dr Kate Rowley

Deafness Cognition and Language (DCAL) Research Centre

Language Acquisition: Get It?

Language Acquisition: Get it?

Dr Kate Rowley

Deputy Director

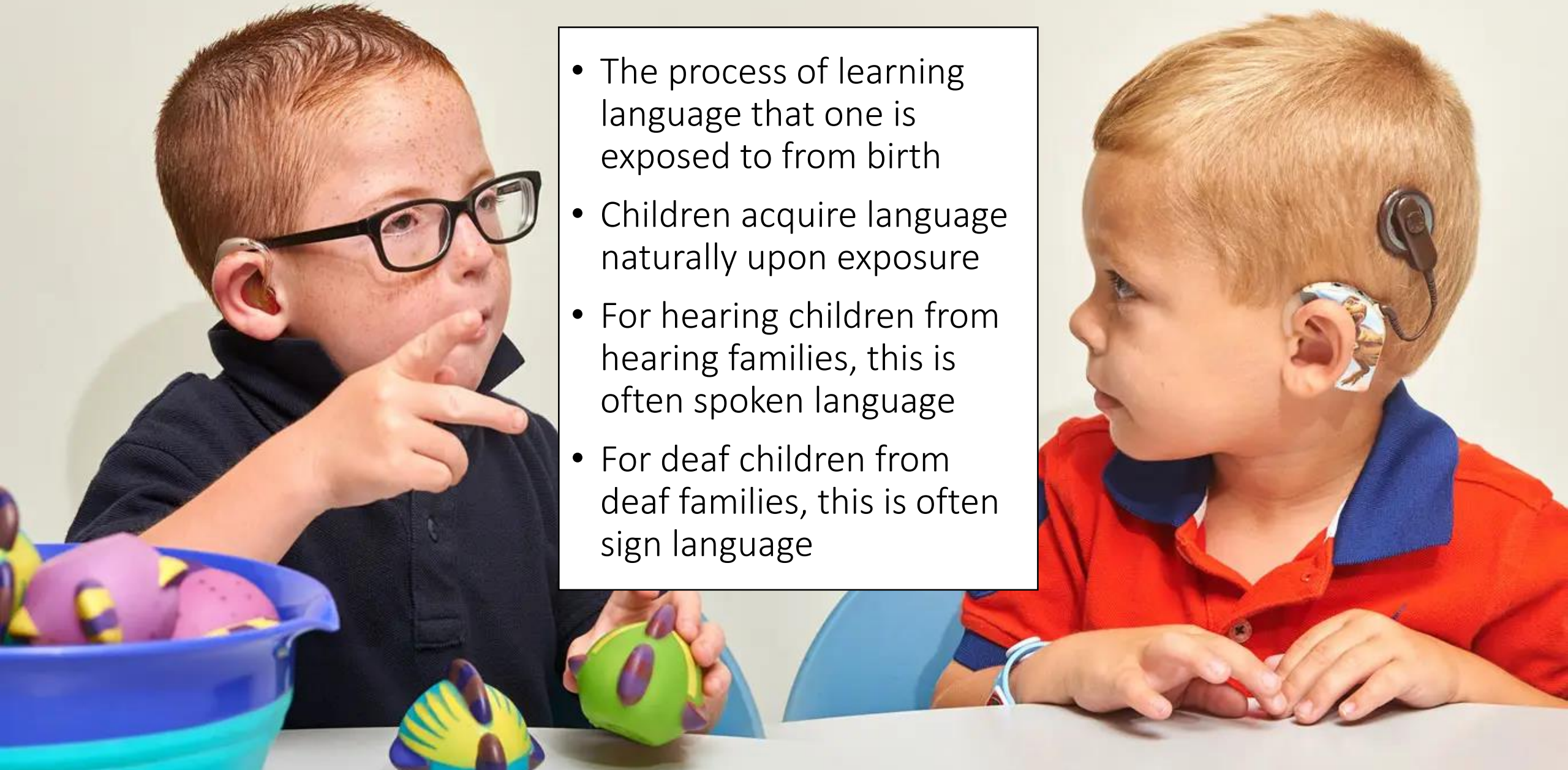
Deafness, Cognition & Language (DCAL)

University College London



What is language acquisition?

- The process of learning language that one is exposed to from birth
- Children acquire language naturally upon exposure
- For hearing children from hearing families, this is often spoken language
- For deaf children from deaf families, this is often sign language

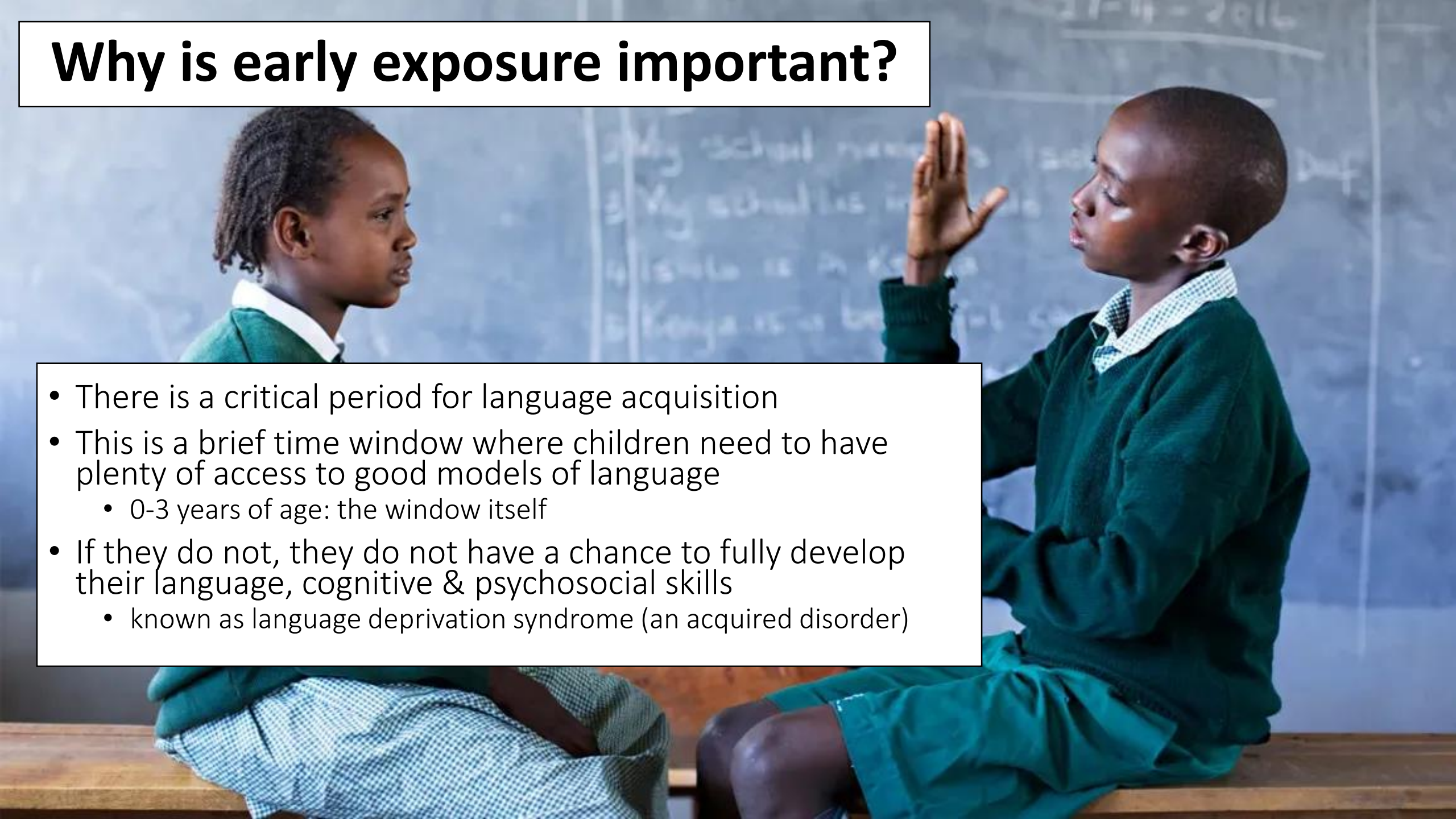


How to successfully acquire language?

- Children need to have full access to language
- They need to be exposed to language early
 - 0 to 3 years of age
- The quality & quantity of language they are exposed to are both important

Why is early exposure important?

- There is a critical period for language acquisition
- This is a brief time window where children need to have plenty of access to good models of language
 - 0-3 years of age: the window itself
- If they do not, they do not have a chance to fully develop their language, cognitive & psychosocial skills
 - known as language deprivation syndrome (an acquired disorder)




Beyond 0-3 years of age

- Upon entering school, hearing children are taught language formally
- In the U.K., this is mostly written English, which corresponds with their first language, spoken English
- Being taught language formally enables children to develop metalinguistic awareness

What about deaf children who use BSL?

- Deaf children are rarely taught BSL formally
- In some cases, BSL is used as the language of instruction but with the aim of them learning various subjects, including English
- This gives them less opportunities to think about BSL, to develop metalinguistic awareness in BSL
- Cross-linguistic transfer theory



Why is the BSL curriculum important for deaf children?

- It enables them to develop their BSL skills, which includes;
 - Vocabulary
 - Grammar
 - Conversation
 - Storytelling
- For deaf children
 - Who have had early access to language
 - Who are language deprived



Crucially, for deaf children...

- BSL enables them full access to language
- They then can use this language as a medium to;
 - To access information
 - fund of knowledge
 - To develop cognitive skills
 - thinking, planning, reasoning etc.
 - To develop psychosocial skills
 - empathy, emotional literacy, social interaction etc.
- They can also use their BSL knowledge to learn English



Why is the BSL curriculum important for hearing children?

- It provides them with an opportunity to learn a new language
- To develop metalinguistic awareness & benefit from cross-linguistic transfer
- It enables them to communicate with deaf peers who sign in BSL



Thank you for your time!

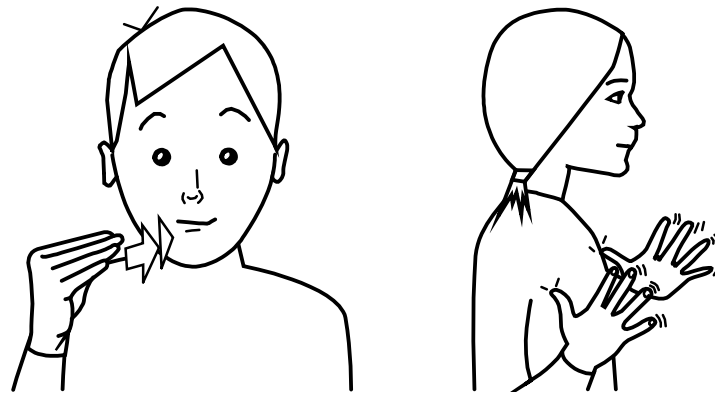
Email: kate.rowley@ucl.ac.uk

Website: www.kate-rowley.co.uk

<https://www.ucl.ac.uk/pals/research/deafness-cognition-and-language-dcal/people-dcal/dr-kate-rowley>

Twitter: @katerowley0





Refreshment Break

Please return for 3:30pm



Percy Shurmer
Academy
Find your remarkable



Elizabeth T-Morton
BSL / Deaf Studies Teacher
Percy Shurmer Academy

**Implementing the BSL Curriculum
at Percy**



Percy Shurmer
Academy
Find your remarkable

Implementing the BSL Curriculum at Percy

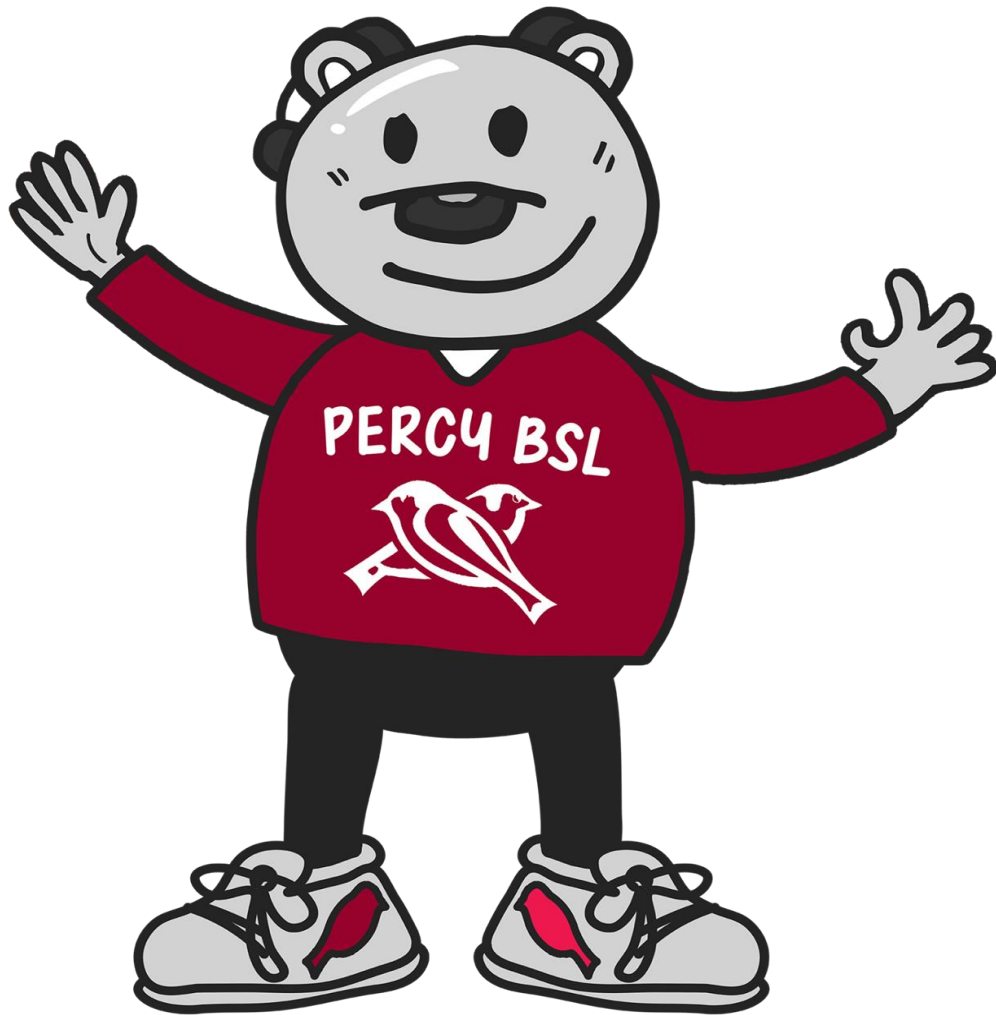


Percy Shurmer Academy

Based in Birmingham

Mainstream school with DLB (Deaf Learning Base) of 16 deaf children.

Percy Bear and Monty Monkey



The hoodie!



MFL

We teach BSL as our Modern Foreign Language

BSL is timetabled on a weekly basis

CPD are offered to all staff

Resources such as the slides and videos are developed by myself

Many of year 6 leaves with Unit 101 Young People certificate.

Some children leave with Level One Award in BSL. We want this number to increase.

BSL Curriculum

Draft BSL
curriculum

Helps with
planning and
creating
streamlined
overviews

Helps me to
achieve clear
learning aims
and outcomes

Linking up



Year 1

- ★ Routines,
- ★ Three words sentences,
- ★ Question words.

VOCAB: morning routines, breakfast foods, rooms in the house



Year 1

- ★ Prepositions
- ★ Three words sentences
- ★ Question words, adjectives

VOCAB: family members, where, on, under, next to.....



Year 2

- ★ Timeline
- ★ Directional verbs
- ★ Past, present and future tenses
- ★ Retell sequence of events.....

VOCAB: birthday, soon, tomorrow, today, yesterday..

Thank you



Percy Shurmer
Academy
Find your remarkable



Susan Daniels
Chief Executive
National Deaf Children's Society

**Celebrating the BSL Curriculum –
The National Deaf Children's Society's
Perspective**



King's Cross Academy



Curriculum

**Stephen Mitchell, Headteacher
& Kay Baxter, Deputy Headteacher
King's Cross Academy**

**The Benefits of BSL at
King's Cross Academy**

The background of the image is a close-up, top-down view of water with many small, overlapping ripples. The water is a deep blue color, and the ripples create a complex, organic pattern of light and dark blue lines and shapes across the entire frame.

https://www.youtube.com/watch?v=9_Hw2DZRZz4

Martine Monksfield
Past President, BATOD and
Advisory QToD for Haringey/Enfield

How can Advisory QToDs use
the BSL Curriculum?



BSL Curriculum: What can Advisory / Peripatetic QToDs do?

Martine Monksfield
Advisory QToD for Haringey /
Enfield
Past President BATOD

Who should be accessing the BSL curriculum?

As of 2022 (England only)

- 77% deaf children in mainstream settings, 6% in mainstream Resource Provisions, 3% in deaf schools, 14% in special schools not specifically for the deaf and 1% are home educated.
- Why is this important? Role of QToDs + Makaton in special schools
- Reduction in QToDs in general - 19% less than 11 years ago



Learning outcomes of BSL Curriculum / Proficiency of teachers

- **Understanding and Using Language in EYFS**
- **Receptive and Productive Skills**
- Pupils should be able to understand and produce signs for:
 - 4 basic handshapes.
 - 10 basic colours (red, blue, yellow, green, pink, purple, orange, brown, white, black).
 - I can sign/count up to 10
 - 2 word sentences (E.g. WANT MILK)

- **Pupils should be taught to;**
- **Year 8**
- watch BSL videos by fluent signers and with some understanding.
- produce narratives clearly, adapting their language and style in and for a range of contexts, purposes and audiences.
- be competent in BSL, making formal presentations, demonstrating to others and participating in debate.
- produce BSL narrations clearly so that they can communicate their ideas and emotions with others and through conversations and watching, others can communicate with them.

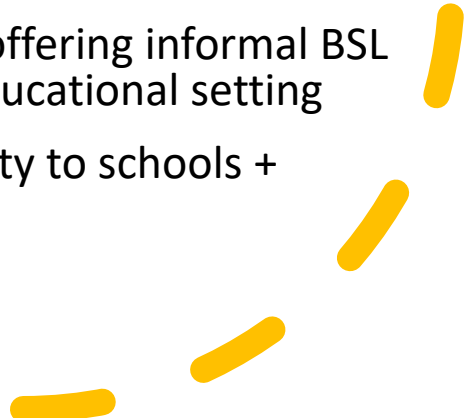
What can peripatetic QToDs do?

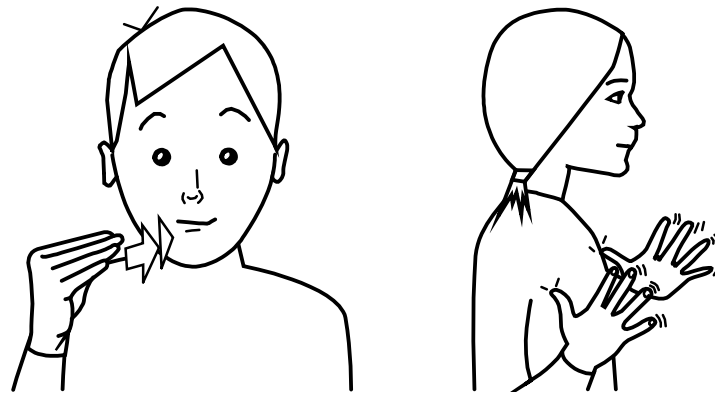
CRIDE 2022 (England only) QToDs workplaces;

- 51% working in peripatetic settings
- 26% mainstream with resource provisions
- 21% deaf schools
- BATOD stats; 1 in 10 QToDs are deaf. Not all deaf QToDs use BSL

CRIDE 2022 (England only)

- 75% of services directly provide informal opportunities for families to learn or practise sign language.
- 52% of services directly provide courses or 'training' in sign language to families.

-
- QToDs can facilitate schools keen to use BSL curriculum with their network; some modelled teaching, some resource signposting (but dependent on workload and only able to advise schools that is part of their caseload)
 - BSL curriculum gives structure to services already offering informal BSL sessions to families and continuation once in an educational setting
 - Highlight BSL Curriculum within their Local Authority to schools + support the implementation where possible
- 



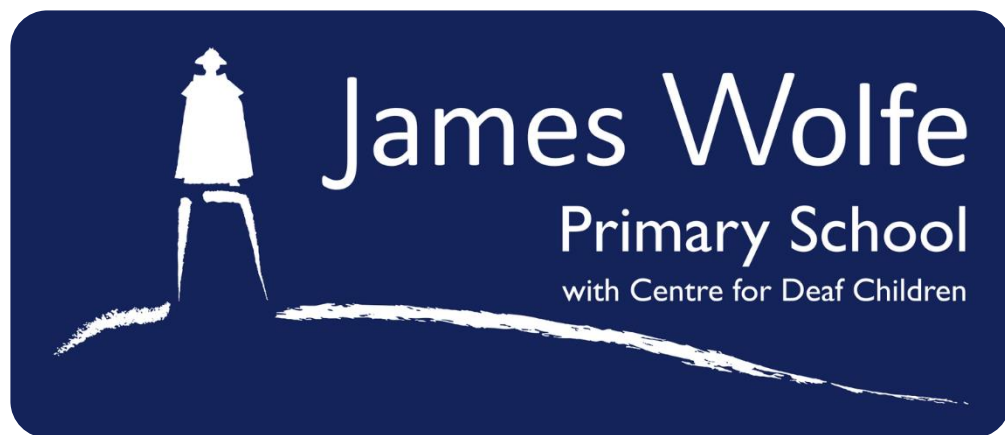
Refreshment Break

Please return for 5:30pm



Soemaya Elmi, TA & Trainee BSL Teacher
James Wolfe Primary School with Centre for Deaf Children
& Tina Dhunday, Deaf Instructor
Royal Greenwich Sensory Service

BSL Lessons in a Mainstream School



Royal Greenwich Sensory Service

Soemaya Elmi,
Teaching Assistant &
Trainee BSL Teacher

Tina Dhunday,
Deaf Instructor & BSL Teacher



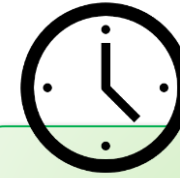
BSL Lesson: -



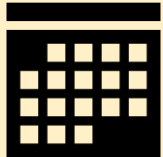
4x Mainstream classes



30 children in each class
(Inclusive of Deaf children)



Teaching Duration: -
20 / 30 minutes



2022/2023 - First trialled the draft Primary BSL Curriculum in
Year 3 and Year 5 classes.



Using Topics/Themes from the National School Curriculum we selected appropriate features and Deaf Themes from the BSL Curriculum to support learning.





Topic:- Varjak Paw



Topic: - London Landmarks

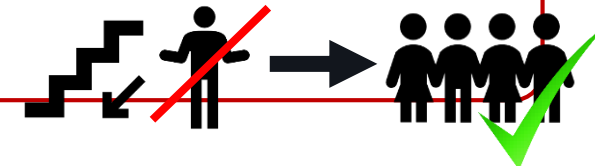
Aims: Inclusion

Implementing the BSL Curriculum in this mainstream school, where there is an established Deaf Centre and Deaf children and Staff present, demonstrated the benefits and aims that are listed below:



Increase and develop understanding and awareness of communication methods and communicating in an appropriate way.

Reduce social and educational isolation of Deaf Children.



Communicate efficiently when peers/staff approach each other.



Interact with Deaf children during classroom activities, social activities and those that extend outside of school.



Create more inclusive environments, allowing children to independently express alongside their peers and build rapports with their peers.



Increase conversational skills in all children, and staff, as teachers are present in the BSL lessons.



Access and receive another rich language as part of their education alongside Modern Foreign Languages (MFL's).



2022/2023 - Video-clips

Hearing children's opinions about BSL Lessons





Rebecca Mansell
Chief Executive Officer
British Deaf Association

Taking BSL Forward

#TakingBSLForward
#BSL2032



How the BSL Curriculum is a positive development following the BSL Act 2022?



Rebecca Mansell, Chief Executive, British Deaf Association

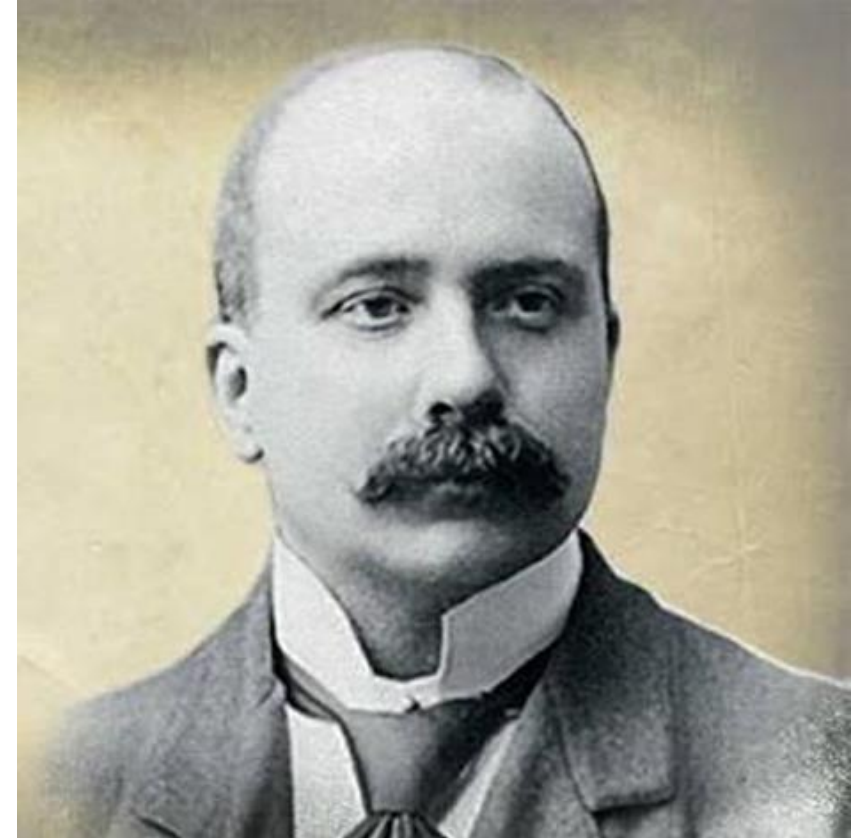
About the British Deaf Association



Founded in 1890.

The BDA is the official National Representative Organisation by the United Nations as representing our national sign languages, BSL/ISL in the UK. We hold international status at the WFD, WFDYS, EUD, and EUDY.

Our Mission is to ensure a world in which the **language, culture, community, diversity and heritage of Deaf people in the UK is respected and fully protected, preserved and promoted.**



Francis Maginn

“The BDA is the Deaf community.”
– Roundtable participant, 2022

10-year Strategic Vision #TakingBSLForward

#TakingBSLForward sets out the BDA's aspirations for Deaf people in the UK for the next decade and beyond, following the historic legal recognition of our language with the BSL (Scotland) Act 2015 and the BSL Act (2022).

28th April 2022 – 28th April 2032

Our plan sets out a 10-year vision for a new civil rights movement: **#TakingBSLForward #BSL2032** Over the next decade, the Deaf communities in the UK must take ownership of our own future as a linguistic and cultural minority that has been oppressed and discriminated against for more than a century.



Annual 'National BSL Day' 28 April

#BSL2032 Movement: What we are campaigning for?



Over the next ten years, our work will focus on the advocacy for our **national sign language* rights**.

The **Convention on the Rights of Persons with Disabilities** (CRPD), is the latest International human rights Convention emanating from the United Nations (UN). It is also one of the most ratified conventions in the UN legal system.

The motto of the CRPD is “**Nothing About Us Without Us**” places persons with disabilities, including deaf people, and their **representative organisations** - national associations of deaf people- at the forefront of the decision-making processes related to them.



* We use the term ‘sign languages’ to include both BSL and ISL

#BSL2032 Movement: What we are campaigning for?

Linguistic rights are the human and civil rights concerning the individual and collective right to choose the language or languages for communication in private or public settings.

According to international treaties, language rights, sometimes known as linguistic rights, are human rights. They have specific implications for the **language choice** of members of minority groups, as well as the prohibition of discrimination, freedom of speech, and the right to communicate in their language with other members of their group. We know certain minority languages, including sign languages, have frequently been subject to **restrictions**, even outright bans, and a lack of promotion in several countries all over the world.



Linguistic human rights

Learning in a person's native language has been shown to increase **educational outcomes**, higher literacy levels, and a person's ability to communicate fluently in both their native tongue and the language spoken by the majority of the population.

Language is at the heart of what it means to be **human**. To be able to express ourselves, share information, and build relationships, every human needs a strong **language foundation**. We continue to be deprived of that basic human right in 2023. It is time for this to change.

As a member of both WFD and EUD, they advocate for our national sign language rights on an international level representing 70 million Deaf people's human rights worldwide.

We recently adopted this Declaration.

DECLARATION ON THE RIGHTS OF DEAF CHILDREN



Our Early Years position – A new campaign

Our campaign will push for the awareness that sign languages are **acquired naturally** by infants and children, and language acquisition in sign languages occur on the same timetable as spoken languages.

There is no language delay for deaf children exposed to sign languages from birth. Through sign languages deaf people assert their **identities and cultures** as linguistic minorities. Sign languages provide access to important domains in life and the opportunity for full participation.

However, in the UK, sign languages are still considered **inferior** and lack proper governmental and legal recognition.



Our Early Years position – A new campaign

Deaf children do not have problems learning or acquiring language. They have problems with **access** to language.

In the UK, deaf children are still denied access to natural language input in the form of their national sign languages. Consequently, they may face **delays** in language acquisition.

This delay is not due to their lack of hearing but due to **political factors** that prevent them from being in sign language rich environments. Once exposed to natural sign languages, deaf children's language acquisition proceeds smoothly and on the same development scales as all other children.



The importance of your BSL Curriculum

The BSL Act 2022 recognises BSL as a language of England, Wales and Scotland.

The Act requires each government department to promote or facilitate the use of BSL and produce a report.

And the publication of any plan, strategy, consultation document or consultation response, or any explanatory or supporting materials

And for example, include advice on best practice for communicating with British Sign Language users (both when interacting with individuals and when communicating with the public at large).



#TakingBSLForward together

The importance of your BSL Curriculum

Teachers play a pivotal role in amplifying Deaf children's voice, through your work advocating for their human rights, and help us to integrate the importance of our language into society.



#TakingBSLForward together

Thank you

#TakingBSLForward

#BSL2032



www.bda.org.uk



The BDA stands for **D**eaf **E**quality, **A**ccess and **F**reedom of Choice

Dani Sive
Headteacher
Frank Barnes School for Deaf Children

**Celebrating the BSL Curriculum
at Frank Barnes School**



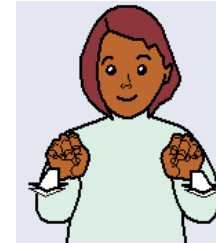
Celebrating BSL at Frank Barnes School

Dani Sive
Headteacher
1st December 2023

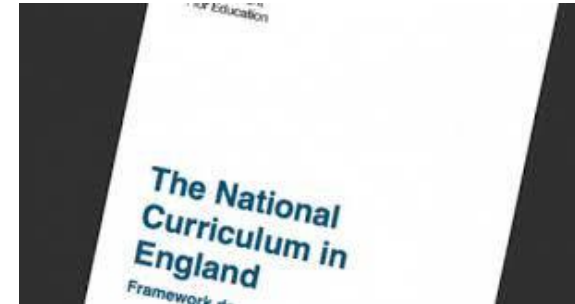


Frank Barnes
School for Deaf Children

Bilingual education



- ▶ Bilingual approach/philosophy since 1994
- ▶ Understanding and use of BSL to support learning of English and access to the curriculum
- ▶ National Curriculum
 - ▶ English, Maths, Science, Computing, etc.
- ▶ Where is BSL?
- ▶ BSL CURRICULUM!
- ▶ Native Deaf BSL users as language models



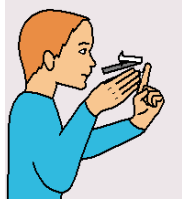
BSL lessons



BSL Celebration Day

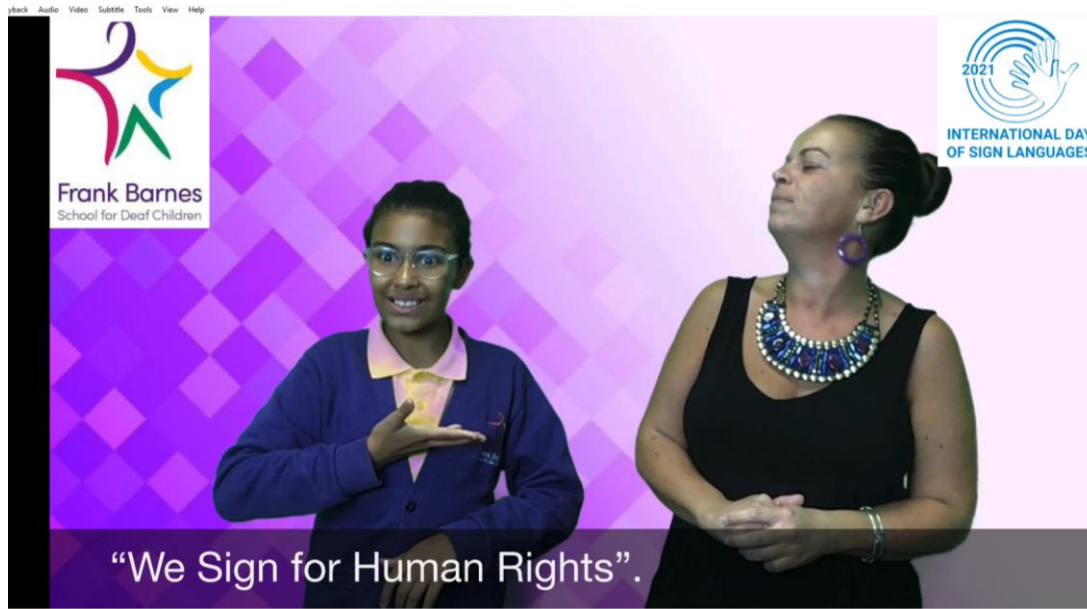
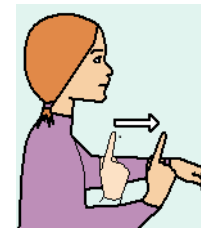
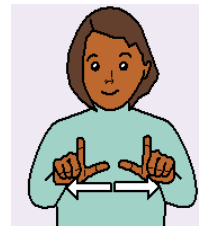
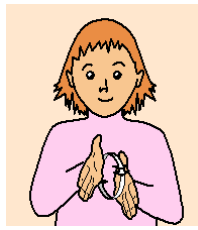


BSL Recognition Day

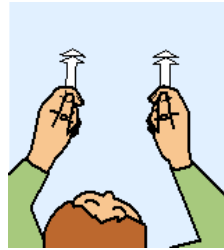


...and the BSL Act 2022

Sign Language Week and the International Day of Sign Languages



BSL cooking



YouTube

Search

HOW TO MAKE JAM TARTS

Jam Tarts BSL Recipe

Frank Barnes School for Deaf Children
137 subscribers

Like 0 Comment Share Save

YouTube

Search

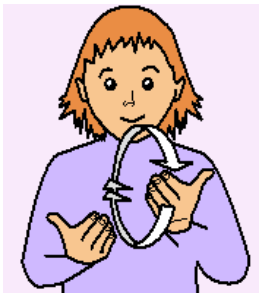
Lemonade


Lemonade BSL Recipe


Frank Barnes School for Deaf Children
137 subscribers

Like 1 Comment Share Save

BSL Stories













The video player shows a woman with grey dreadlocks and a black top signing. In the top right corner of the video, there is a small inset image of an open children's book. The left page of the book shows a pirate with a large black beard and a red bandana, with the text "Blackbeard, everyone is a pirate! Spring lockdown is the best!" The right page shows a pirate with a red bandana and a yellow shirt, with the text "While today seems calm off this! That's because everywhere!"

'Pirates in the Supermarket' BSL Story

 **Frank Barnes School for Deaf Children**
138 subscribers

 2   Share  Save 

510 views · 8 months ago



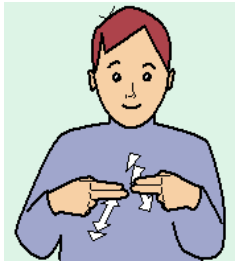
The video player shows a large gorilla with orange and yellow fur and a red bow tie with white polka dots. In the bottom right corner, there is a small inset image of a woman with dark hair and a black top, signing. The background of the video is a blue sky with a large grey circle containing the text "30TH ANNIVERSARY EDITION".

'Gorilla' BSL Story

 **Frank Barnes School for Deaf Children**
137 subscribers

 0   Share  Save 

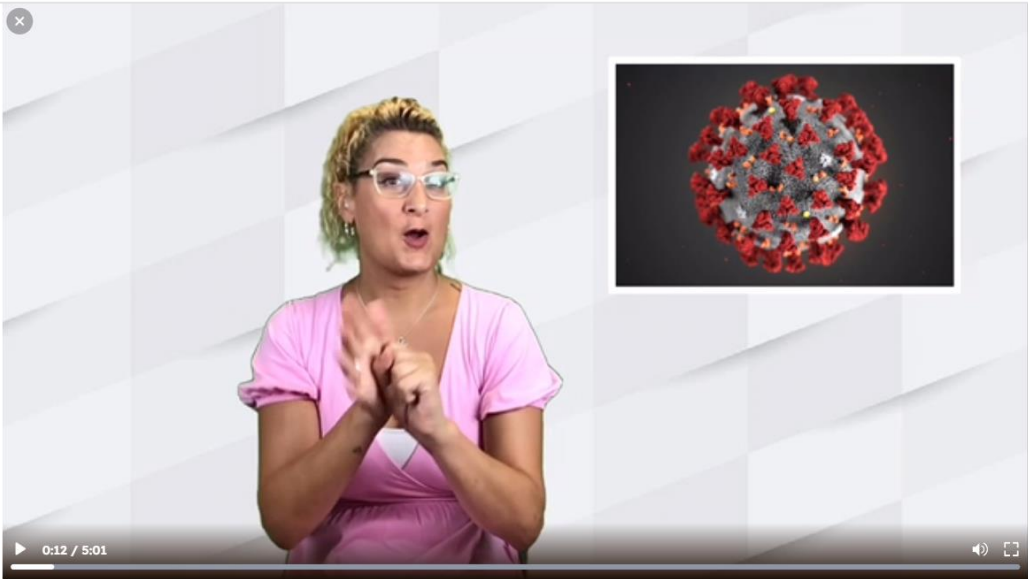
BSL News



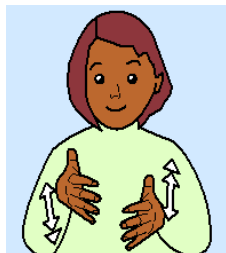
Watch our FBS BSL News

The news I will tell you may seem extreme, but this news has been aired since the weekend. The war between Palestine and Israel has been going on for a long time. Hamas, the Palestinian military group, went to Israel, killed, injured, and kidnapped a lot of people including babies, children, women, men, and the elderly. It is a terrible, terrible war.

Message Attachment



Signing Stars BSL choir



Signing Stars



Signing Choir

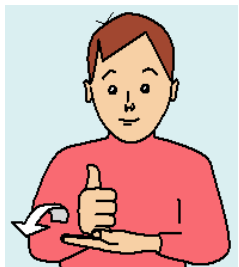


Frank Barnes
School for Deaf Children

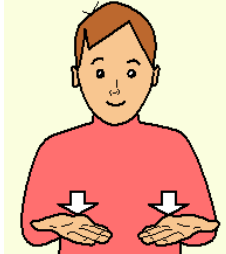
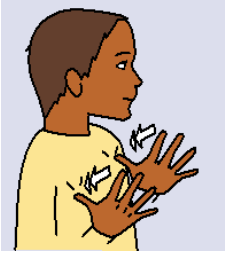


King's Cross
Academy

BSL Therapy



Preparing now for the future



World Federation of the Deaf (WFD) themes:

2022: Building Inclusive Communities for All.

2023: A World Where Deaf People Everywhere Can Sign Anywhere!



Declaration on the Rights of Deaf Children
WFD Congress, 2023, South Korea

Catherine Drew
Deputy Headteacher
Frank Barnes School for Deaf Children

BSL Curriculum Next Steps
Closing Speech

Next Steps



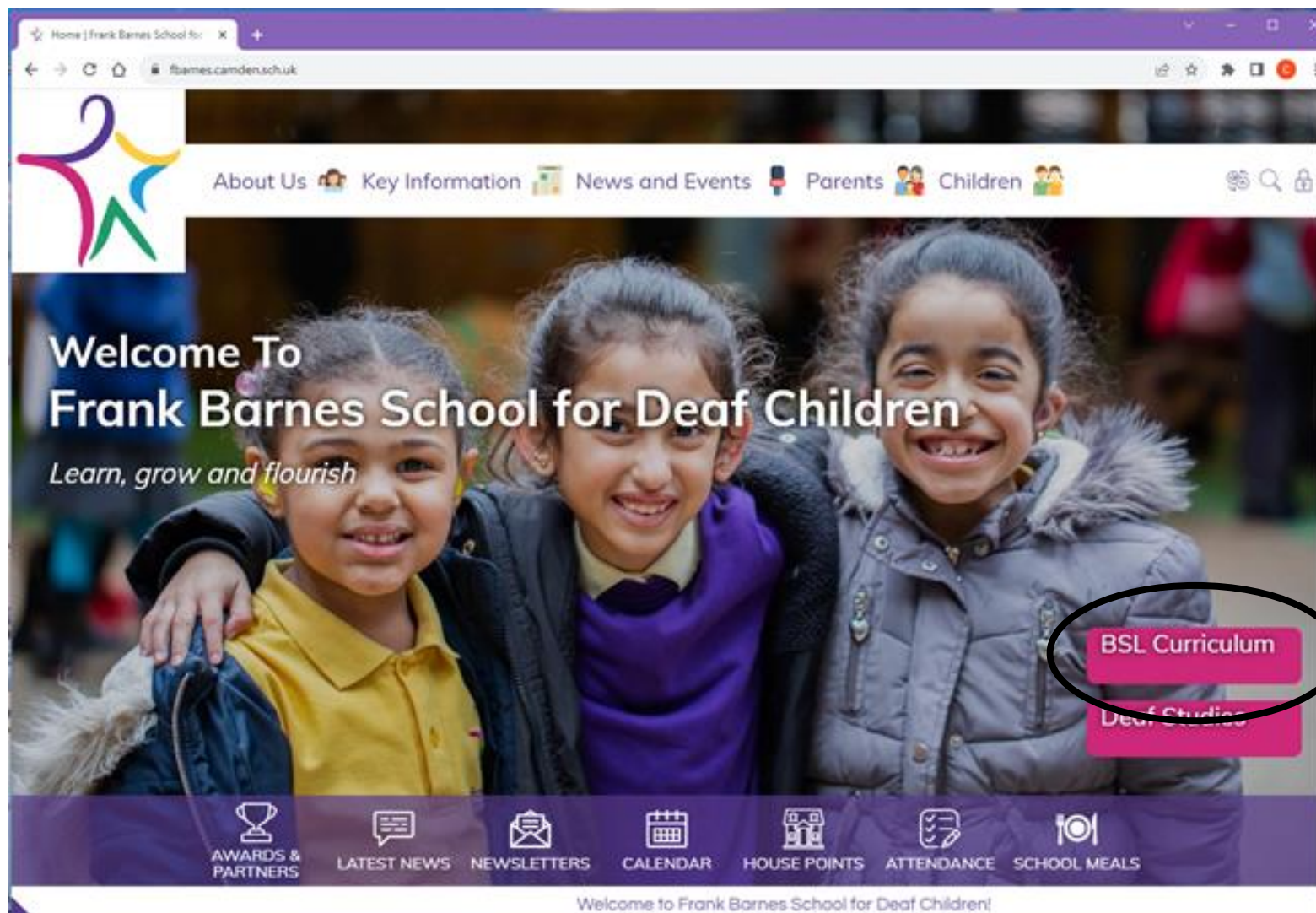
★**BSL:** Reviewing the BSL Curriculum in 1 year's time / 3 years' time.

★**Support:** Resource bank of teaching materials.

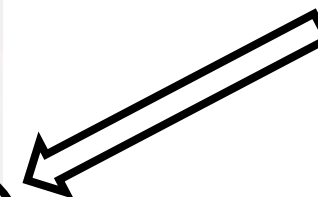
★**Language:** Translating the BSL Curriculum into BSL.

★**Teachers:** Training and Workshops on topics, setting up lessons, how to deliver the curriculum.

The BSL Curriculum can be downloaded via the Frank Barnes School website.

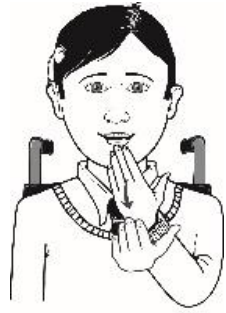


www.fbarnes.camden.sch.uk



Thank you to the exhibitors for their support today:





Thank you
all for coming, the speakers and
organisers.



The BSL Curriculum is now
officially launched!

