



BSL Curriculum: What can Advisory / Peripatetic QToDs do?

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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 (see appendix).
- 10 basic colours (red, blue, yellow, green, pink, purple, orange, brown, white, black).
- I can sign/count up to 10
- 2 words 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.

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- 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