

See
what Cued
Speech UK is
saying...



ANNUAL REPORT
2022-2023

CUED SPEECH UK

Makes Spoken language visible for
deaf babies, children and adults

The Boatshed, Steamer Quay, Totnes, Devon TQ9 5AL

info@cuedspeech.co.uk - www.cuedspeech.org.uk - 01803 712 852



CONTENTS

The history of Cued Speech	P.3
Who We Are	P.4
Why is Cued Speech Needed?	P.5
The Cued Speech Team	P.6
CSUK Governance and Board of Trustees	P.8
Our Activities	P.9
CSUK Impact and Outcomes	P.14
Strategic Overview of the Charity	P.21

Cued Speech UK
The Boatshed, Steamer Quay
Totnes, Devon TQ9 5AL

Telephone 01803 712 853
info@cuedspeech.co.uk
www.cuedspeech.co.uk

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The History of Cued Speech



Cued Speech (CS) is a communication system for the deaf and hard of hearing (DHH), elaborated by Dr. R. Orin Cornett in 1966 in the United States. After several years of teaching physics, mathematics and electronics at academic level, Dr. Cornett became the Director of Higher Education at the U.S. Office of Education where he was surprised to learn that DHH students had lower reading skills than their peers.

“A few months of study convinced me that the underlying cause of their reading problem was the lack of any reasonable way to learn spoken language, without which they could not use speech for communication, become good lipreaders, or learn to read.”

Dr. R. Orin Cornett

He had always assumed that deaf people must be proficient readers, as written language was surely more accessible to them than spoken language. His explanation for this lower level of literacy was that the acquisition of language skills began with oracy, not literacy, which posed a consequent difficulty for deaf and hard of hearing children to learn a language in the first place.

Knowing that many DHH children were born into hearing families, the

transmission of linguistic and communicational skills proved to be a major challenge for parents of deaf children. Insufficient learning of the spoken language also led to an additional difficulty in lip-reading, which is essential for people with hearing loss.

These observations led Dr. Cornett to develop a system to facilitate language acquisition for DHH children by representing sounds visually using both the lips and the hand. He started by establishing the main goal of this system: to render spoken language accessible visually for DHH people, as it already is audibly for hearing people.

His research showed that developing a finger spelling system had already been tried and did not prove efficient due to its complexity and slowness compared to spoken language. His solution was to use “cues”, meaning that he decided to group consonant sounds in 8 hand configurations according to visual contrast and frequency of occurrence. He also grouped vowel sounds in four positions around the lips.

A study conducted in 1982 by Gaye Nicholls for her master’s thesis at McGill University showed that CS did not only improve language reception, but that it enhanced both auditory perception and lip-reading abilities of deaf subjects.

The Charity was established in the UK in 1975 as the National Centre for Cued Speech and was part of KIDS, a registered charity for children with a disability. The Charity became independent in 1980 when it was also incorporated as a company limited by guarantee. In 2000 it was renamed the Cued Speech Association and this was revised in 2017 to Cued Speech UK (CSUK). The charity's activities are governed by:

The Memorandum of Association

(scan the QR code with your smartphone to view)



Articles of Association (reviewed in October 2001)

(scan the QR code with your smartphone to view)



Members of the Charity elect Trustees (who are also Directors). Trustees hold quarterly meetings to agree policies and strategy and to oversee and approve future activities. It is a robust organisation that has evidenced its resilience over the years through multiple social and political changes in the way that deaf people and 'deafness' is both perceived and supported. CSUK continue to be the only Charity in the UK who offer CS training and parental and professional support in CS. We are experienced in the delivery

of family centred interventions and online training and we have a successful and evidenced model of delivery.

There are currently 800 babies born deaf each year and CSUK only meet with around 5% of those children. We need to increase this to 25%.

- 800 deaf babies born in one year
- 5000 Pre-school deaf children of which 3000 deaf children supported at home
- 45000 deaf children in education of which 17855 in primary education and 15203 in secondary education
- 26 enter Higher Education
- 6148 have deafness as a Primary Need
- 5000 are profoundly deaf
- 643 Have Auditory Neuropathy Spectrum Disorder (ANSD)

2400 deaf or hard of hearing children enter mainstream Primary School annually and many of these do not have language skills comparable to their hearing peers and most will find it challenging to access literacy.

Children need to have 'sound' in their heads to make sense of the phonic early reading schemes which are set in all Primary Schools. CS provides a visual signal for deaf children, using the cues of CS and natural lip patterns which create the 44 phonemes of English (or other) language. In contrast, hearing children use an acoustic system for acquiring language.

Why is Cued Speech needed?



CS provides the foundation for all other communication interventions for deaf children right from the start.

A parent who has had access to our resources told us, “His literacy and learning will not be compromised by his deafness and he will have equal opportunities to live his life to the full like his friends who can hear.”



It provides access to the full and rich first spoken language of the home on which to build other languages such as British Sign Language.



It significantly and positively impacts lip-reading which is a crucial skill underpinning literacy development for deaf children.



It allows a child to develop an understanding of spoken language and an auditory memory (regardless of the level of hearing loss) that will support and accelerate the rehabilitation process post-cochlear implant.



The Cued Speech Team



At the end of the financial year 2022 – 2023, CSUK maintain a highly motivated team of 8 part-time employees who use their transferable skills to meet the needs of our beneficiaries and cover a number of projects delivered across the UK.



Henrietta Ireland is the Executive Director of CSUK. Her energy and creativity have continued to bring opportunities to the Charity and her ability to fundraise has continued to bring income into the Charity. A successful funding bid to the National Lottery Community Fund has ensured some imperative core funds over the next three years and it has given her the opportunity to consider the best pathway and plan for the Charity during this time. Henrietta is currently working on a re-branding and marketing plan and continues to network with potential partners.



Louise Creed is highly skilled at writing budgets for the Charity which is an art and takes considerable experience and accounting genius. Without this our funding bids would not have been successful. Louise keeps clear and rigid spending targets and holds all project spending to account.



Debbie Hawke runs the day-to-day and month-to-month administration of the Charity. Her role is integral to the efficiency and safety of our practice and delivery.



Mark Murton can and does do everything and is remarkably successful in achieving his goals. This may be re-writing the web-site or writing standard appeals, and publishing the Annual Report. If he can't do it, he finds out how. Mark also manages new referrals of families and the CSUK online training site.



Cate Calder is the CSUK Training Lead. Cate is the creative and professional gift to CSUK. She has spent the last 18 months as the key point-of-contact for Robotica Machine Learning (RML) the company who are making our digital interventions for us. Cate's eye for detail has

ensured that our products cue with accuracy and that the lip shapes made by Cassie are 99% faultless. Enabling Cassie to get to such a degree of accuracy has taken time, diligence and commitment.

In addition to this she has monitored and overseen training delivered both online and face-to-face and has been the highly respected - and in demand - voice and the face of CSUK at conferences and seminars across the UK.

The Cued Speech Team



Kathy Kenny is the Lead Regional Family Advisor. Kathy continues to focus her work as an RFA in the Southwest region but will take referrals from other regions and when requested, from abroad! Her training as a teacher and her experience of deafness through having a deaf child herself, means that she brings a wealth of knowledge and experience to her work. Kathy is really starting to reap the rewards of persistent engagement with families and professionals over the last five years. She has multiple referrals from audiology and works with our key schools in the South West where there is a specialist unit for deaf children. As the Lead Practitioner, Kathy also oversees the work of the other Regional Advisors offering them advice, guidance and supervision.



Carly Simpson, an RFA based in the North East, working in Newcastle, North Yorkshire and Leeds. During and following the 'Lockdown years,' Carly helped us generate a lot of creative material for you tube and the website including cued stories, songs and view-it-cue-it. Carly never stops looking for work opportunities and this has paid off this year with referrals of families wanting to learn to cue and the provision of training for professionals.



Sagira Jetha, is an RFA in Hertfordshire. She is a hosted member of the Hertfordshire Hearing Impairment Team and is a highly valued member of the team. Her work was affected by Covid with less parents wanting to engage with mother and baby or toddler groups. However numbers have been improving month-on-month from September. Her Line manager in Herts is Claire Gamon who will be leaving the Service in July. Claire has been a great advocate for CS and her foresight helped us to set up our successful partnership in 2019. She will be missed.

We started the year with four CSUK Regional Family Advisors (RFAs) based in the South West, the North East, Herts and South Wales.

South Wales had a new post-holder in April 2022, Julia Tomlinson, funded by BBC Children in Need Wales. This post was previously hosted by Torfaen Hearing Impairment Service. It was agreed with the Trustees that the new post-holder would be peripatetic. Julia was an enthusiastic and diligent member of our Team, who brought passion, knowledge and experience to her work. However, following her training, we realised that she would not be able to meet the reporting targets that we had set for BBC CiN, and therefore would be in breach of our funding offer. With this in mind, we had to give Julia three months' notice and refund BBC CiN Wales. Julia left at the end of March. She is missed by the whole team.

CSUK Governance and Board of Trustees



This year has seen changes and sad losses to the Board.

We started the year with nine Trustees who oversee the management and delivery of CSUK, bringing personal and professional experience. We have parents and grandparents who have used CS with their children, two Trustees bring business management experience, we have a deaf adult with a cochlear implant and representatives from a hearing impairment service and a retired NHS Consultant.

All Trustees apply with a full CV and two references and are interviewed by the Executive Director and another Trustee; they are voted in on their first meeting by the full Board. All Trustees have Level 1 Safeguarding training and an Enhanced DBS check. The Charity holds and the Trustees work in line with their Articles of Association.

This year we received resignations from Mark Evans who supported our business development plans, and George Ross, who supported our work with Robotica and team clinical supervision and support. Both will be greatly missed. CSUK are actively recruiting to fill these spaces. (June 2023)

Special Thanks go to:-

Harrison Pidgeon for graphic design, Nicki Bidgood from Westcountry HR, Human Resource advice and guidance, and Tobin Broadbent illustrator for Nan in a Van.

Volunteers

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

Volunteers:

- Teach examine and support training activities.
- Contribute to information and tuition material.
- Demonstrate CS at exhibitions..
- Provide external advice and guidance to staff
- Take part in fundraising activities.
- Provide expert advice and support in key project areas such as marketing and business management.
- Trial our new resources.



Our Activities



Every parent of a deaf child wants equal opportunities and the best possible outcomes in education and for life for their child. Deaf children want to be able to feel included in their family and community and to be able to have access to language, literacy, education and employment equal to their hearing peers.

We are confident that access to CS from an early age will give deaf children life changing skills. Income received from our benefactors is used to support three streams of work:

- 1. Working with deaf babies and children 0-4**
- 2. Language and Literacy for life. 0-18.**
- 3. Love Reading**

Within these three work streams are embedded several projects. Each project has ringfenced income achieved through grant applications to Charitable Trusts. Core funding is used to maintain the core functions integral to the charity's activities and is not ringfenced. This invaluable income is achieved through applications to Charitable Trusts, income received from standard appeals, donations, and fundraising activities.

1. Working with deaf babies and children 0 – 4

The CHOICES programme development, content and delivery was supported by a Grant from the Sylvia Adams Trust as part of their legacy fund. The programme has been designed to support parents to navigate and understand the hearing and communication options that are available, so that they can make an informed choice that best meets the individual needs of their deaf child.

WHY CHOICES?

- CS is not offered by any other organisation.
- Parents of deaf babies and children do not currently fully understand the language and communication choices that they have for their child.
- Deaf babies and children have the right to have language and literacy which equals that of hearing children and that currently they do not;
 - National Deaf Children's Society CRIDE report "2019's GCSE results show deaf pupils have again achieved an entire grade less than their hearing classmates...it will take at least 24 years for deaf and hearing children to achieve the same results."
- The knowledge that deaf babies and children need access to consistent and fluent language. National Institute of Deafness and other Communication Disorders;

Our Activities



- “The first 3 years of life is the most intensive period for acquiring speech and language skills. These skills develop best in a world that is rich with sounds, sights, and consistent exposure to the speech and language of others.”
- Deaf children who are deprived of early language are deprived of everyday access to family life.
- With the right tools and support, parents have the power to ensure that their children can have language which is equal to that of hearing children.

Content

CHOICES includes information on deafness, diagnosis, assessment, and options. It is delivered by a CSUK Regional Family Advisor and a local professional who is interested in supporting the group.

The programme is designed to be delivered to groups of parents with the outcome being that at the end of the programme they will continue to support each other on their journey(s).

CSUK have made contact with NHS audiology departments from the regions in which they have CSUK RFA's and have agreed a referral pathway.

The content consists of short films made by our Training Lead Cate Calder. These are designed to answer questions that are frequently asked by parents of newly diagnosed deaf children and the information is provided by professionals from the team which supports a deaf child from diagnosis through to education.

This includes films by a Consultant NHS specialist in cochlear implant and hearing disorders, an audiologist, a teacher of the deaf, a specialist learning support educator, a deaf adult, and a parent of a deaf child (to name some of the contributors).

The content has been arranged into sessions but generally is parent-led. The programme has been successfully delivered in Plymouth and there are plans to deliver in Hertfordshire and Northumberland.

One parent noted:

"It has been so helpful to have a safe place and the time to discuss both the challenges and the choices that we have bringing up a deaf child. It has given us the opportunity to meet and share our stories with other parents, both happy and (at times) heartbreaking.

Overall, it has been interesting and really very enjoyable, which was a surprise as I don't usually enjoy groups." EN

Our Activities



2. Language and Literacy for Life 0-18

This project includes:

Family support from CSUK Regional Family Advisors (RFA's). The interventions are delivered at no cost to the parents. RFA's deliver interventions on line and face to face. RFA's offer support to parents of deaf children and training in CS and a package of free resources which include cued stories, games and songs and online training. Family interventions can last for up to 12 months depending on the need of the family and each intervention is family and child centred. CSUK RFA's also facilitate play groups for parents and their deaf children.

Training. Training in CS is delivered to the professionals who support deaf children who are cued-to and learning language or literacy supported by CS. Training can be accessed online or face-to-face. There is a cost to professionals for training, but introductory sessions are free.

Marketing and PR. CSUK attend conferences and deliver workshops across the UK enhancing the CSUK profile and brand.

Social Media. Our online presence is supported by regular posts on social

media, a quarterly newsletter, advertising in relevant magazines and an updated and regularly monitored web-site.

3.0 Digital Technology and literacy resources:- Love Reading

'Love Reading,' is a comprehensive project which includes four 'workstreams'. Three of the workstreams include our collaboration with Robotica ML, digital innovation and the work that we are doing using avatar's:-

Nan in a Van (Love Literacy)

CSUK and Robotica ML are behind their timeline for development and delivery of the second series of the e-books Nan-in-a-Van.

This is due to rapid changes and upgrading of the software used in the creation of the avatar and quality assuring the product. We have also been waiting for our full set of illustrations. However, I think you will agree that it has been worth the wait as we will have a unique literacy resource for Key Stage 1 deaf learners .



Our Activities



Nan in a Van prototype has been used extensively in schools.

The CSUK Literacy Resource also includes uCUE

uCUE

This APP is arranged into three different levels and is designed to help learners to practice cueing and to help children to access literacy,

Level 1 is Bronze level 'SEE it- Cue it,
Level 2 is Silver, See it-Cue it-Read it,
Level 3 is Gold, See it-Cue it-Read it-Write it.



Parents are starting to use uCUE bronze and our early 1st edition has been modified and improved from 60 to 100 words and with an updated avatar.

iCUE (Love Lip Reading/Love Cueing)

Cassie iCUE uses advanced (artificial intelligence) AI technology that gives a digital transliteration service: an avatar appears on-screen in a hand-held device and Cues what is heard via speech

recognition technology and applies live captioning. The device gives deaf users independence and choice in how they access spoken information. Cassie can be used to cue read and with practice can be used to support lip-reading.

We are now on the 7th Generation of 'Cassie.' However, there have been benefits to the slow production time. The accuracy of Cassie's lip patterns cue good/to very good according to our users and her cueing arm and handshapes are now fluent, accurate and readable. Therefore, while we have made a slow start, we are ensuring and investing in a quality animation for the future and the software which is now being used is much easier to adapt to the development of other products and resources.



Cassie has been trialled by five deaf users, taken to conferences on the CS trade stand and into schools for feedback and comment from potential users.

Our Activities



Love Cued Stories

This is a suite of stories that with the permission of the authors have been transliterated by Carly Simpson into CS and filmed by Red Stamp Studios.

You can see a play list of videos by scanning this code with a smart phone



Carly says; "I have been working with a Northeast production company, Red Stamp, to transliterate children's stories. These books have been given to CSUK by their authors to use as part of our Love Cued Stories series.



Love Languages.

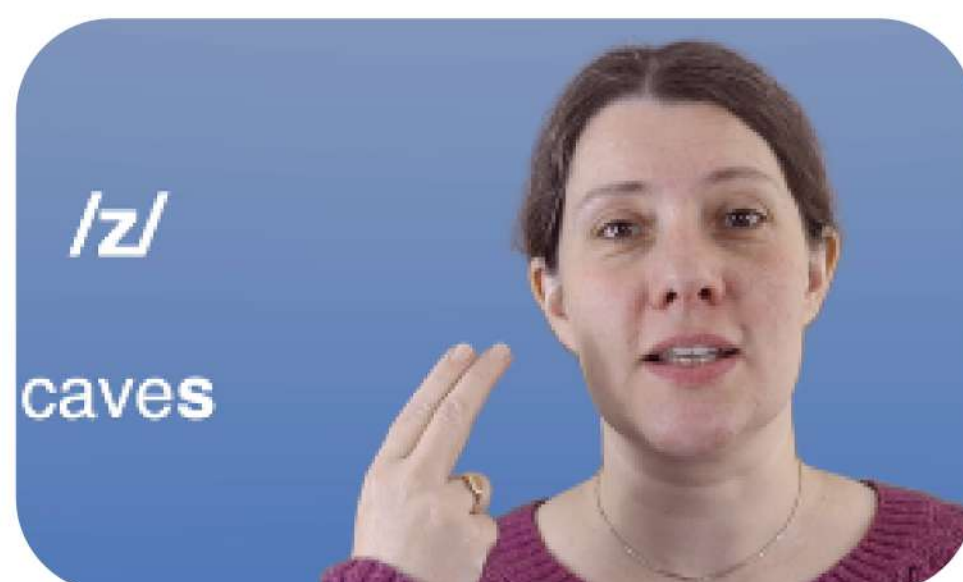
Our amazing linguist and Cue Tutor, Emma Sadeghi, came to the office in Totnes for a full day of filming.

Emma has long been in the process of designing workbooks to support people wanting to cue in different languages.

So far, she has been working on British English, Welsh and Spanish and plans are underway to add French, German, Urdu and even Hebrew. Each workbook will be downloadable from our website and include links to films demonstrating how to cue the different word-lists and phrases in the book.



We hope this will be a useful resource for anyone and particularly for those supporting a deaf child to access language clubs and classes at school. Deaf children are often not included in this part of the curriculum.



How many families have we worked with this year

Numbers of people engaged with CSUK April 2022 -1st March 2023	Family Members	Professional	Presented to	Unique deaf children benefiting from CS use 2022/23
	106	128	423	324

CSUK Regional Family Advisors made:

- 136 Home visits to families with a deaf child to deliver our CS training and support package
 - 87 virtual visits via ZOOM.
 - 30 Parent/child playgroups – supporting deaf children with CS out of the home.
- The decrease in numbers can be attributed to the same challenges as above.

Who are CSUK's beneficiaries?

(a) Those deaf children who are not able to benefit fully from hearing aids or implants (probably around 100 per annum newly diagnosed, plus the 'backlog' of children who currently do not have access to English),

(b) The very significant number of children who use listening (via technology) but subsequently fail to acquire a practical understanding of English.

(c) Visual learners such as children who have auditory processing issues, language delay, dyslexia, auditory neuropathy, and those who do not have English as a first language.

What impact do we measure

Difference 1 Deaf babies/children will demonstrate greater participation within the family (inclusion).

Difference 2 As a result of the use of CS we observe deaf children's self-confidence grow in their personal relationships.

Difference 3 Deaf babies/children will have increased literacy skills.

CSUK Impact and Outcomes



We monitor every session with a deaf child and record it on our database, Evident Social Impact Tracker (SIT). With this we can calculate the exact nature and number of the intervention and its context: For example whether it is training, support, a conference, or a group intervention. The numbers of recorded sessions are accurate and provide us with analytical data which we use to compare and improve our delivery year-on-year.

We collect quantitative data through questionnaires given to the family by the RFA's. The questionnaire is used to take a 'base-line' assessment of the child at the point at which we first engage, and we re-assess every 6 months.

We assess change on a score of 0 to 5 in three areas - social and family participation, language and literacy development and self-confidence. We use the indicators below for each outcome which are quantified thus:

- 0 - no change,
- 1 - insignificant change,
- 2 - some change,
- 3 - adequate change,
- 4 - good levels of change
- 5 - significant change

The results are evidence-based tools for measuring and supporting the change and they are entered onto our SIT.

We collect qualitative outcomes from evidence statements from the families and the professionals working with the children. RFA's use observation sheets and we use social media, videos, and interviews with families. All assessments are done on an individual basis to take account of the developmental age of the child and the amount of CS each child has received in the 3 key areas above.

We contact schools that are using CS to give us their key performance indicators for literacy and language for deaf learners. We use our data to shape our practice and delivery, identifying the reason for little or no change in order to improve our interventions.

According to parent feedback, the online resources and parent packs are extremely well received and used well and can be used by all the family.



We have recorded that at least 75% of those parents who disengage don't have English as a first language. While CS can be transliterated into 63 languages, it is possible that cultural differences are a barrier to engagement.

What have we achieved?

1. Inclusion

- **Significant Change** - S is four and profoundly deaf. When CSUK first started working with her and her family she was presenting as a child who isolated herself from others, had poor eye contact and found it hard to visit other family members, her mother scored her as '2' on her base-line assessment. C, our Regional Family Advisor (RFA) has been working with S and her mother for 8 months. S is now saying mama, dada, nana and gada

- Following a school day Mum found the bed-time routine difficult, T was very unhappy. However, cueing a bedtime story with both children has made a difference and T is now settling into a good routine. It is difficult to do a start assessment for this case because of the initial relapse, however Mum has said that she would see the impact of CS as offering adequate change. T's change in behaviour and his routine have only been in place for a relatively short time. T says, "I like it when Mummy reads me and N a story at bedtime."

- W is 11 months old and is profoundly deaf. Mum has been cueing to her from three months. W now holds good eye contact and has increased periods of engagement when she is cued to, mum recorded W's engagement as being significant, but we agreed to a level of some change because her developmental stage would have also contributed to this.

- **No change** - We have many families who are either at an early stage of engagement or didn't engage for a significant amount of time to measure any change.

2. Self confidence

- **Significant change** - A Higher Learning Teaching Assistant, M, (HLTA) reports on E's progress. "E met other deaf children outside her school for the first time today, we invited deaf pupils from 3 schools to join us for the Love Reading afternoon. She was keen to engage and attentive throughout the cueing stories. At the end of the afternoon E shared her painting in a calm and confident manner." M told us that this is significant progress for E. When she started school she was very isolated from her peers, easily distracted and often withdrawn. She has been at her school now for just over a year and the change in her confidence and well-being is a 'joy to see.'

A parent told us, D is so much more confident since he started a school that

uses CS in his learning and it has given me confidence to improve and use CS at home too. The change is incredible, he even started a conversation with the neighbour next door. He is generally a much happier and more smiley child.

3. Literacy

- **Significant change** - N aged 10
- N is very confident at using CS and the CS chart in school. He will often talk and add some cues. When he is cued-to he can immediately correct his own speech. He is known as 'the King of cueing!' N is part of the ACE group (Alternative Curriculum Education) as he is behind his hearing peers, functioning at a Level 1.
- He knows the CS chart off by heart and can use it to help with his spellings. His teacher told us that while he is only at Y1 level in literacy, his improvement has been significant over the last year and he is scoring well above his projected level of achievement. His mother told us; "N was so excited to tell me that he had scored 9 out of 10 for spellings on Wednesday, this is such a milestone achievement."

- E. Age 10, has become an expert in cue reading whether there is voice on or off. He uses CS all the time for his reading and writing and he uses the CS chart for spelling. E is educationally behind his hearing peers and is still working at a Y1 level of literacy. However, his teacher told us that his engagement in literacy this

year has been excellent.

- U, Age 12, is from Nigeria. He started school in September with no language or literacy having recently moved to the UK with his parents. His parents are learning to cue to him at home, and he is cued-to in school by T who learnt to Cue five years ago with CSUK. It is early days, but U is already starting to cue and say simple words, has a sense of time, present, past, future, and can now recognise and cue (and sign) up to 30 common nouns.
- **Some progress.** All of the children who have been cued to in school have made some progress in literacy. It is worth noting that the schools that we work with use several models for engaging with literacy such as THRASS, sign-supported English and Sign Language, so literacy outcomes can not be categorically evaluated as a result from only using CS.
- **No progress-** We have worked with a number of families who have disengaged following only 1 - 3 sessions which means that we are not able to show any progress. Families disengage for several reasons including being emotionally overwhelmed, choosing another intervention for accessing literacy and language, too many other appointments, they don't want to learn to cue.

·Working with school age hearing peers.

Sometimes deafness is seen as a deaf person's problem! however, maybe it is our society which has the 'problem', maybe hearing people should take more responsibility to be more inclusive and learn a visual language to support deaf people to integrate.

With this in mind we have delivered two lunch time Cue Clubs into two schools with hearing children who have learnt to Cue and make some simple signs. Every mainstream school has some deaf children and the skills that our hearing pupils learnt have meant that they are able to support more meaningful friendships with the deaf children in their peer groups.

An example of this was seen in a school in N.Yorkshire where one hearing child even took her level 2 exam so that she could engage with a profoundly deaf child in her peer group.



What has gone well

·This year we ran a Community Concert for deaf children and young people. We organised a concert for the children from Eggbuckland deaf education centre, a deaf signing choir (Hands in Harmony) and the Military wives. The concert wasn't just a sell-out success it gave the deaf people involved a chance to shine and perform in front of a hugely appreciative audience.

This event provided a unique experience for all of those involved, supporting inclusion, wellbeing, confidence, and self-esteem, while also being a good fundraising event. This is something that will become a regular event in the diary.



We have delivered some story sessions in schools during lunchtime and after school as extracurricular events using our digital KS1 prototype book, Nan in the Van and other stories and cue-game resources. Teachers and CSUK staff were excited by the way that the children engaged and participated in the sessions.

What has not gone so well

We observe that the number of children that we have worked with this year has not been as high as we estimated in our funding applications. Post Covid has had a profound impact on our cohort of children, many of whom became more isolated than their hearing peers and who continue to struggle with social isolation. This is where the work of our CSUK RFA's is invaluable in getting out to meet parents and deaf children who find it hard to access services because of rural isolation or social isolation and fear.

From our data we can see that this is because we estimated totals of children who would access our online e-books for key stage 1 (Nan-in-the-van). Our partners Robotica ml have experienced unforeseen challenges with designing the software code for the animated books and therefore have taken longer to complete the full range.

This has resulted in only being able to release the prototype version and not the full range which has then impacted on the numbers that we hoped to have engaged in this way. The potential for online engagement is reflected in the number of individuals who have accessed our online cued stories which has shown excellent numbers of engagements.



A Strategic overview of the Charity



Branding and Public Awareness of CS

Looking back at the introduction and the history of CS, we can see that it was developed nearly 60 years ago and has been in this country for nearly 50 years. In my mind and in practice, it is a most brilliant concept, so why haven't people, the public heard about it? Why hasn't the deaf community welcomed it with open arms? Why do big organisations like the Royal National Institute for the Deaf and the National Deaf Children's Society block our attempts to collaborate and partner with them, even though it is for the purpose of improving the outcomes for our shared stakeholders and beneficiaries?

I do, in fact, have answers to all of these questions, some are assumptions, some evidenced and some historical. I now feel after six years in the role as CEO that we, CSUK, need to change our offer to meet the current needs of our beneficiaries. Technology has changed the potential of deaf children and adults in a hearing world but it is not a complete solution.

Technology still leaves gaps in the acoustic signal, 'listening' for deaf children and adults is evidenced to cause fatigue, and 50% of deaf children at key stage 1 are still not reaching their literacy

target. We think that there isn't one solution, and why choose just one solution when there are more on offer. We would also suggest that every deaf child has individual needs, every child is unique.

Over the next five years we will be adapting our practice and delivery to meet the individual needs of our beneficiaries. CSUK will still be the only charity or organisation to offer training in CS. We will extend our offer to parents to include an introduction to British Sign Language (BSL) and sign supported English (SSE.)

This model will ensure that deaf children and adults can access full language and literacy using their technology supported by CS to support phonemic weaknesses in their audition and access to literacy and BSL to support deaf children's expressive language. This model will build on our work and delivery of the CHOICES programme.

With this in mind CSUK are going to look at re-branding and will take advice from specialists in marketing in order to engage more deaf children.

A Strategic overview of the Charity



Our Resources

Our resources have been carefully designed and are unique within the market context. We feel that it is of significant importance to promote the resources and gain traction with stakeholders; schools need to know that our resources are available so that they can fully support equal opportunities for deaf children at Key Stage 1 to access literacy. With so much in the media around the introduction of BSL as a GCSE option in schools, there isn't a better time to release and promote our resources.

The Team. Preparing for the future.

As a Team we have looked to the future of the Charity. If we are to progress and keep up with changes in hearing technology and changes in the needs of our beneficiaries, then we need to develop the team further in order to meet those needs. We also need to ensure that we have a robust and skilled workforce ready to meet future challenges and deliver our services.

We are keen to extend the skill set within our team. We have considered looking at a multiagency team of professionals which may include a deaf BSL signer, consultation from a speech and language

therapist and the recruitment of a teacher of the deaf to give us the very best in resource and skills. These individuals will be able to professionally inform the Charity around the delivery of its activities within specific contexts.

We aim to build on our volunteer numbers through mentoring undergraduates and young people interested in working within deaf education or the support of deaf children. We want to build a team for the future and one that is not irreplaceable. We will continue to train individuals to cue and to build and develop a strong cueing community. We cannot afford for any of our post holders to be indispensable.

Measuring Outcomes

While we don't want to radically change our outcomes, we do feel the need to change the way that we measure our outcomes and what we measure. We want to collect data which can be used to improve our services and evidence change using good quantitative data. Our current practice focuses more on social and qualitative characteristics and while important, we want there to be a better balance. We have been looking at assessments currently used by audiologists for our 0 – 4-year-old cohort. We will be looking at assessments from

A Strategic overview of the Charity



teachers of the deaf for the older children with whom we work. Assessments will be adapted to meet the outcome needs of the Charity.

Delivery of CS and CS Training.

Our online training is a good resource and we have had 47 people enrol on the training in this year. However, we know that we need to spend some time on improving and updating the content. We would like our training to be at a level of academic rigor and to be measurable so that it could be counted towards academic achievement and continued professional development.

Our Training Lead, Cate Calder will be working towards these aims over the next three years. Cate also has an idea to develop a practising 'game' where CS users (expressive) can test and score their level of both expressive and receptive cued English. The idea is to motivate them on their learning journey and to provide goals.

Funding and risk management

2022 – 2023 has been a good year in terms of applying to Charitable Trusts for funds with successful applications to:

- Garfield Weston
- Sylvia Adams Legacy Fund
- Foyle Foundation
- BBC Children in Need England
- Clare Milne
- Communication Trust

We finished the year with a successful application to the National Lottery Community Fund.

While we have had success it is in fact a double-edged sword! There are several Trusts to which we will be unable to apply in the next two years because their funding rules apply a 'break period' to beneficiaries of up to two years.

I feel that project funding could bring in more revenue, but we are not in a position to apply for these funds until our resources are in schools and we have completed on delivering successful outcomes to our current funders. Outsourcing work and working collaboratively has many benefits but the challenge is that a project can only be completed at the speed of its slowest contributor which is very frustrating!

Our application to the National Lottery needs to fulfil its outcomes which if successful will provide income generation by year 4 which will easily cover 30% of CSUK core costs (See strategic overview).

A Strategic overview of the Charity



With Thanks

We are most grateful to our funders who have supported CSUK to continue to deliver essential interventions to deaf children and their families.

Multi year funding helps the Charity to evaluate the strengths and weaknesses of its models of delivery and its activities. Unrestricted funding enables the Charity to be flexible and responsive in meeting costs not directly related to projects such as the cost of computers, staff training and marketing and publicity.

Core funding is essential to support staff costs such as that of the Executive Director and Training Lead. Project funds are essential for meeting the fast-changing needs that we observe in the context of working with deaf babies and children.

Efficient and Effective Delivery

CSUK keep their overheads low. 60% of funding goes towards staff wages, however, our team is small with only 8 part time employees 6 full time equivalents, who have the skill and knowledge to deliver within a number of different work and social contexts. Careful budgeting enables us to provide all of our family interventions free for parents of a deaf child.

Future funding and the Trading company

Our three year plan for income from revenue is outlined below and was used in a successful bid to the National Lottery Community Fund. We think that we have created realistic objectives, and our aim is to provide future core funding for the Charity in year 4 of this plan. My aim is to exceed these targets.

Income from CSUK Trading:

We have clarified the income from revenue to £130,400 over three years. (see below)

We will sell our phonics reading package to 5 schools at £2,000 per school.

The package Series 1 includes: -

1. E-book Nan in the Van Key Stage 1 books for preschool and years 1 and 2,
2. uCUE the digital APP for practising CS, bronze and silver levels.
3. training for schools on how to use these resources effectively.

A Strategic overview of the Charity



The package Series 2 includes: -

1. The e-book Nan in the Van, 8 books with more complex phonic choices.
2. uCUE the digital resource available as gold level for spelling practice and recognition.
3. Training methods for schools on how to use these effectively.

We already have 3 schools that are interested although no sales as yet. The sales of the literacy packages

increase year-on-year, plus we will introduce the next 8 books in the series and the gold version of uCUE in year 2.

Sales of /Cassie iCUE are less easy to predict and a % of the profits are shared with Robotica ML so we have made our net profits on these sales at a low risk, and we hope, realistic level. I have used a net profit calculation to take consideration of share % and also the cost of cloud-hosting for the APPs.



Total sales of products over the three years of the project equal £130,400 of which £100,000 would be transferred via gift aid from the trading company back into the charity CSUK.

£30,400 would remain in the trading account for further research and development and to support year 4 marketing costs. You can also see from the table that sales should increase further in year 4 with further sales of Cassie iCUE.

Following project evaluation at the end of year 1, if we need to decrease (or increase) our projected sales figures, we will and we will fundraise accordingly.

A Strategic overview of the Charity



Packages and Resources	Year 1	Year 2	Year 3	Year 4
Literacy Package includes: - Nan in the Van Series 1 and uCUE literacy resource Bronze and Silver Level plus training for schools	5 schools@£2,000 =£10,000 which includes the cloud app storage charge	10 schools @ £2,000 = £20,000	10 schools@ £2,000 =£20,000	10 Schools
Literacy Package: - Nan in the Van Series 2 and uCUE Gold which includes spelling choices. Plus, Training for Schools	£0	5 Schools@ £2,000 = £10,000	10 schools@ £2,000 =£20,000	10 Schools
Sales of Cassie iCUE to individuals with a deaf diagnosis. Children ages 12 and upwards including adults with acquired deafness Plus Training package	Research and development year £0	2 @£300 per month license = £7,200nper year	4 licenses @£300 per month (two are from the previous year, these numbers build year on year as the numbers of users increase.)	4 licenses @£300 (The first 2 may have finished their period of use but are replaced by 2 new accounts) = £7,200
Sales of Cassie iCUE to schools to use as literacy support for deaf children in secondary school. To support the transition from Primary to secondary for deaf children... Includes training	Research and development year £0	PR and Marketing year, targeting possible sales	3@ £6,000 Lease year 1. = £18,000	3@ £6,000 lease year 1. =£18,000 3@ £4,000 (2nd year license) £12,000 (these sales to schools or employers would be supported through access to work or the education health care plan EHCP).
Total Net Profit	£10,000	£55,200	£65,200	

Safeguarding



We are registered with the Safeguarding Network. [Safeguarding Network - confidence in safeguarding](#)
This is an online resource produced for schools. The site is updated with latest reports and articles and relevant training events.

It contains information and training in all the key areas which should be considered when working with children. Safeguarding network have a training matrix which CSUK can use, update, monitor and record the training log of every employee and Volunteer including Trustees.

It is an easy resource to use with online login for every member of staff or volunteer and it also contains useful proforma for recording incidents.

“Our safeguarding policy is reviewed annually
<https://devoncc.employmentcheck.org.uk/content/contact-us>

All Trustees and volunteers are trained to level 1 in safeguarding, accessed on Safeguarding Network and Employees are trained to level 3.
CSUK worked closely with all government recommended Covid return to work policies and protection of vulnerable people.

Policies and Procedures

Policies on employment, holidays, acceptable behaviour, inclusion and accessibility are all held in the CSUK Handbook

"C:\Users\Owner\OneDrive - Cued Speech UK\HR\CS Handbook\NEW HANDBOOK 2021\Cued Speech Employee Handbook - August 2021.pdf"

HR procedures and guidance is supported by Westcountry
<https://westcountryhr.com/>

Health and Safety at Work is overseen by Peninsula

<https://www.peninsulagrouplimited.com/services/health-safety/>

Statement by the Trustees of Cued Speech

The summarised financial statements for the year ended 31 March 2023 presented in the following pages are a summary of the information extracted from the annual accounts and certain information relating to the Statement of Financial Activities and the Statement of Financial Position.

These summarised accounts may not contain sufficient information to allow for a full understanding of the financial affairs of the Charitable Company. For further information the full annual accounts which are subject to an Independent Examination and include a Trustees' report, should be consulted.

A copy of these may be obtained on request from the Charity's office (contact details are on the back cover). For the year ending 31 March 2023 the Charity was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

Trustees' Responsibilities:

The members have not required the Charity to obtain an audit of its financial statements for the year in question in accordance with section 476. The Trustees acknowledge their responsibilities for complying with the

requirements of the Act with respect to accounting records and the preparation of financial statements.

The financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime. These financial statements were approved by the Board of Trustees and authorised for issue on 31st March 2023, and are signed on behalf of the Board by:



Ms Christine Hardy, Chair Person

Independent Examiner's Statement

I report to the Trustees on my examination of the financial statements of Cued Speech UK Limited ('the Charity') for the year ended 31 March 2023.

Responsibilities and basis of report

As the Trustees of the company (and also its directors for the purposes of company law) you are responsible for the preparation of the financial statements in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of the Charity's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act. I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the Charity as required by section 386 of the 2006 Act; or
2. the financial statements do not accord with those records; or
3. the financial statements do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
4. the financial statements have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for

accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



Sean R Smith FCA on behalf of THOMAS WESTCOTT Chartered Accountants,
Independent Examiner, Petitor House,
Nicholson Road, Torquay, Devon, TQ2 7TD

Statement of Financial Activities



Year ending 31st March 2023	Unrestricted Funds - £	2023 Restricted Funds - £	Total Funds	2022 Total Funds - £
Income				
Donations	51,429	290,332	341,761	284,108
Charitable activities	285	3,539	3,824	2,920
Investment Income	278	41	319	387
Total Income	51,992	293,912	345,904	287,415
Expenditure				
Expenditure on charitable activities	61,809	298,343	360,152	272,720
Total Expenditure	61,809	298,343	360,152	272,720
Net income and net movement of funds	9,817	4,431	14,248	14,695
Net movement of funds	28,974	(14,279)	14,695	(11,942)
Reconciliation of Funds				
Total funds brought forward	69,734	64,241	133,975	119,280
Total funds carried forward	59,917	59,810	119,727	133,975

Balance Sheet as at 31 March 2023

Assets	2022	2023
Fixed Assets		
Tangible Fixed Assets	5,195	5,574
Current Assets		
Stocks	743	743
Debtors	3,709	1,518
Cash at bank and in hand	132,248	121,586
Total Current Assets	136,700	123,847
Creditors: amounts falling due within one year	7,920	9,694
Net current assets	128,780	114,153
Total assets less current liabilities	133,975	119,727
Net assets	133,975	119,727
Funds of the Charity		
Restricted income funds	62,241	59,810
Unrestricted Funds	69,734	59,917
Total Funds	133,975	119,727

Income

Total income received in 2022/23 was £345,904, of which £341,761 was

donated by charitable trusts, companies and individuals. The remaining £4143 included tuition fees and charges, membership subscriptions and

investment income.

Expenditure

Total expenditure was £360,152, all of which was spent directly on charitable activities. The support costs of £32,896 includes our rent of 13,216.

Reserves

Expenditure exceeded income by £14,248 resulting in a decrease in funds from £133,975 to £119,727, of which £59,810 is restricted to specific work.

The Association's policy is to hold a designated reserve of £20,000 and in addition, operating reserves equivalent to not less than three months' expenditure. The balances held at 31 March 2023 met that requirement.

Donors

The Directors are grateful for the support, interest and encouragement received during the year from trusts, companies, organisations and individuals, including members who gave more than the minimum membership fee. During the year donations were received from five anonymous donors and from the following:

- Alliance Family Foundation
- Arnold Clark
- BBC Children in Need
- BBC Children in Need Wales
- BCH 1971 Charitable Trust

Charitable Trusts

- Benham Charitable Trust
- Clare Milne Trust
- Devon Community Foundation
- DM Charitable Trust
- Dorothy Hay-Bolton Charitable Trust
- Elizabeth & Prince Zaiger Trust
- Foyle Foundation
- G Morrison Otolaryng Trust
- Misses Barrie Charitable Trust
- Monica Rabagliati Charitable Trust
- R G Hills Charitable Trust
- R W Mann
- The Allan & Nesta Ferguson Trust
- The Archer Trust
- The Communication Trust
- The George A Moore Foundation
- The Grace Trust
- The Henry Smith Charity
- The Ian Askew Charitable Trust
- The Sylvia Adams Charitable Trust
- Vandervell Foundation
- W A Handley Trust

Individual Donations

A Mills
Barbara Parton
C.Fletcher
Cathy Groeger
J Elliot
Ken Orpin
Mick Mooney
Mr C Millar
Mr Mark Evans
Mrs C G Cottam
Peter Bowman
Peter Burditt
Sheila Skillings
Mrs Win Burton



CUED SPEECH UK

Makes Spoken language visible for
deaf babies, children and adults

The Boatshed, Steamer Quay, Totnes, Devon TQ9 5AL

info@cuedspeech.co.uk - www.cuedspeech.org.uk - 01803 712 852

Registered with the Charity Commission of England and Wales No. 279523

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