

**See**  
what Cued  
Speech UK is  
**saying...**



**ANNUAL REPORT  
2021 - 2022**

# **CUED SPEECH UK**

**Makes spoken language visible for  
deaf babies, children and adults**

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

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

A Company Limited by Guarantee No. 1477997



Makes spoken language  
visible for deaf babies,  
children and adults

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## AIM

Our Mission is to ensure that all deaf children and adults are given full access to English or their home language through Cued Speech regardless of hearing loss; with this they can develop their language and literacy skills to reach their full potential socially, emotionally and economically.

## OBJECTIVE

- To inform, train and support families free of charge to Cue their spoken languages.
- To inform, train and support professionals using Cued Speech and signpost others to it.
- To gain recognition through social media, publicity, and advocacy with the people services and commissioning bodies with whom Cued Speech is most relevant and where outcomes can be most effective.

## STATEMENT OF RIGHTS

A deaf child or adult has a fundamental right to:

- language and communication;
- receive a full education;
- succeed to their maximum potential regardless of disability;
- be safe.

These rights fit with the United Nations Convention on the Rights of the Child and are fundamental to the mission and aims of CSUK.

### Cued Speech UK

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# WHAT IS CUED SPEECH?

It takes just 20 hours to learn to Cue. Cueing puts language in your hands and gives your deaf child language and literacy for life.


Cued Speech is a manual system, using eight handshapes in four positions near the mouth which represents the 44 phonemes (sounds) used in the English language. You Cue in 'real time' as you speak and talk normally to clarify lip patterns to assist lip reading. With Cued Speech, lip reading levels can increase from about 35% to 96% accuracy, enabling deaf children and adults to see speech and so perceive and understand (one comes before the other) complete spoken language.


You can help your deaf baby or child SEE every word that you say as clearly as a hearing child hears words.

Over 90% of deaf children are born to hearing families who use spoken languages in the home. If the hearing family learn to Cue, their deaf babies and children can see what they are saying and develop a fluent mental model of the home language. Over time this supports social and emotional growth and increasingly sophisticated thinking and communication which is vital for achieving full potential in all areas of life.


## Cued Speech Chart British English

**Rule 1**  
**Consonants** on their own: Side placement



**Rule 2**  
**Vowels** on their own:  Handshape 5

**Rule 3**  
**Consonant** followed by a **vowel**: **TO GE THER**



Handshapes								Placements									
/zh/	/th/	/h/		/t/	/w/	/TH/	/y/	/ee/	/e/	/put/	/far/	/ay/	/ear/	/air/	/ey/		
/p/	/k/	/s/	/b/	/m/	/L/	/g/	/ng/	/aw/	/o/	/it/	/tur/	/oy/	/moor/	/oh/			
/d/	/v/	/z/	/r/	/n/	/f/	/sh/	/j/	/up/	/oo/	/at/	/uh/						

**Two Placements**  
(Always end with handshape 5)



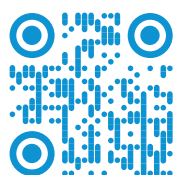
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## WHY DO WE NEED CUED SPEECH?

- Cued Speech enhances the ability to lip read.
- With Cued Speech you can talk to your deaf child right from the start.
- Cueing the home language enables deaf children to be fully included in family life.
- Cued Speech use is inclusive - it helps deaf children get the best out of their hearing aids or cochlear implants and works very well bilingually with British Sign Language (BSL).
- Cued Speech provides access to a full and rich first language on which you can build other languages including British Sign Language.
- Cued Speech can be used in many languages.
- With Cued Speech deaf children can achieve age-appropriate reading levels.
- CSUK aspires to a model of deaf inclusion and equal opportunities where every deaf child and young person has the language and literacy to thrive at home, school and the work-place.
- Cued Speech can be learnt in 20 hours or less.
- Cued Speech enables two-way communication and can easily be used alongside signing.
- Cueing will give you a safety-net to keep communication flowing while waiting for hearing aids or implants and at all those times when listening is not possible.
- Cueing can be used to support the development of good listening skills.
- Cueing can help the deaf child to pronounce words clearly and correctly.

**Parent Quote:** "Even where a deaf child has cochlear implants, Cued speech is needed to clarify some sounds. Parents need to be empowered to give their child the very best for a successful future in which their child is not socially disadvantaged."

"It is so important for a parent of a deaf child to have hope and not to have limits. A deaf child can and should be supported to fulfil their potential. Hope for language and literacy is brought to fruition through CS. As parents (of a deaf child) we need to be able to give our children what we can, it takes away the fear and the darkness."



**Watch: One deaf person's journey seeing the English language.**

Use your smartphone's camera app to focus on this QR Code and follow the link when it appears.



# THE CUED SPEECH UK TEAM

CSUK have a highly dedicated and enthusiastic team who are committed to supporting parents and hearing professionals, and creating life-changing opportunities for deaf babies and children.

The CSUK staff team consists of 9 part-time members of staff (5.5 FTE) and is managed by the Executive Director. Some of the team are based at our registered office in Totnes, Devon and our Cued Speech Regional (family) Advisors are based in Wales, Hertfordshire hosted by the Local Authority and peripatetically in Tyneside.

Employees come with a range of skills and knowledge. All trainers have the City and Guilds certificate in Adult Education and all employees are trained to level 3 in Safeguarding Children and have three-yearly enhanced DBS checks. The team has regular supervision from team leads on a bi-monthly basis and managers have annual appraisals from a Trustee experienced in staff management. Every employee is given a staff handbook which outlines our Charity policies and procedures.

## Cued Speech UK Management and Governance Structure

We have nine Trustees who oversee the management and delivery of CSUK, bringing personal and professional experience. We have parents and grandparents who have used Cued Speech 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



**Henrietta Ireland**  
Executive Director, Totnes Office



**Louise Creed**  
Office Manager,  
Totnes Office



**Cate Calder**  
Training Lead,  
Exeter-based



**Kathy Kenny**  
Lead Cued Speech  
Regional Adviser,  
Devon/Cornwall



**Debbie Hawke**  
Senior Team  
Administrator,  
Totnes Office



**Mark Murton**  
Fundraising & Administrative  
Assistant, Totnes Office



**Sagira Jetha**  
Cued Speech  
Regional Adviser,  
Herts/Barnet



**Julia Tomlinson**  
Cued Speech  
Regional Adviser,  
South Wales



**Carly Simpson**  
Cued Speech  
Regional Adviser,  
North East

### Cue Tutors:

Huge thanks to our expanding team of CueTutors, who are expertly supporting learners and responding to the demand for Cued Speech in the UK

### Consultants:

Nick Gornall, Web Design  
Harrison Pidgeon, Graphic Design  
Nicki Bidgood, Human Resources  
Tobin Broadbent, Illustrator

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.



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## RESEARCH AND COLLABORATIVE PROGRESS

While we have had encouraging conversations with University College London and Manchester University about future Cued Speech focused MSc projects, the impact of Covid restrictions and the use of facemasks, particularly within education, has meant that researchers have had to postpone or cancel their efforts in the last year. We hope to have better news in the next report.

Cued Speech: Evolving Evidence 1968–2018"  
Stephanie J. Gardiner-Walsh, Karla Giese & Timothy P. Walsh (2020), Deafness & Education International.

"Over the past 50 years since the inception of Cued Speech, there has been a shift in the focus of the available research. The early research shows the focus of CS was originally on speech and lipreading.

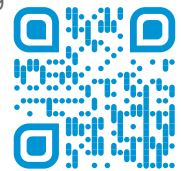
While some of the more recent research does highlight the support that CS lends to speech/lipreading, other recent research looks at using CS to fill in gaps that the CI cannot fully perceive. In the recent two decades, research has shifted to a focus on the benefits of CS and literacy, specifically spelling, comprehension, vocabulary and phonological awareness (PA). PA has been determined by the U. S. National Reading Panel to be one of several key components of developing strong literacy skills. Given that the process of developing PA of a spoken language is through the air (audition), this emerging initial research lends support to the use of CS as a visual mode to access the phonemes of spoken languages, allowing for a medium to transfer from the spoken word to print.

In short, while the use of CS as a means of access to a spoken language and the resulting research is not prevalent in the U.S., several European countries have shown promising results in using CS to support both expressive and receptive language, as well as literacy development. Research would

benefit from exploring the transferability of study results between languages. Lastly, there need to be gains worldwide in the areas of identification, services, and identity to ensure equity for CS users."

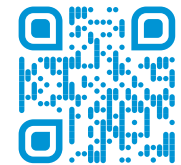
"Cued Speech: Evolving Evidence 1968–2018"

Stephanie J. Gardiner-Walsh, Karla Giese & Timothy P. Walsh (2020), Deafness & Education International.



"Early Communication Development of Children with Auditory Brainstem Implants"

Laurie S Eisenberg, Dianne Hammes Ganguly, Amy S Martinez, Laurel M Fisher, Margaret E Winter, Jamie L Glaser, Debra K Schrader, Janice Loggins, Eric P Wilkinson, and Los Angeles Paediatric ABI Team, Keck School of Medicine of the University of Southern California (2018)



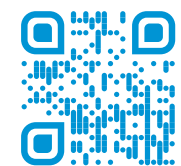
"Cued Speech and the Development of Reading in English: Examining the Evidence"

June 2017, Journal of Deaf Studies and Deaf Education, Beverly J. Trezek.



"The Neural Basis of Speech Perception through Lipreading and Manual Cues: Evidence from Deaf Native Users of Cued Speech"

Aparicio, M., Peigneux, P., Charlier, B., Balériaux, D., Kavec, M. and Leybaert, J. (2017)



# LANGUAGE AND LITERACY FOR LIFE 0-18

Dr Orin Cornett created the system of Cued Speech in 1966 while working at Gallaudet University in Washington DC.

## Reporting on Love Reading

Our project 'Love Reading,' currently consists of three resources specifically designed for deaf children and was adapted from an idea proposed by one of our CSUK support teachers, while she was working in the Deaf Education Centre at Eggbuckland School Plymouth. Prior to 2020, First Covid Lockdown, she had been using an early reader range developed by a Publishing Company called Dandelion books and she had been 'seeing, saying, cueing,' the stories with the deaf children that she was working with, Cueing, and sounding out the phonic progression found in each book. However, the books were not specifically designed for deaf users and it soon became apparent that there weren't any books designed with deaf readers in mind and containing a fully inclusive range of characters. 'Inclusion' is paramount in education and yet deaf children are failed right from the start in that literacy learning has not been developed to meet the needs of deaf children.

Deaf children are falling behind their hearing peers and research shows that the gap between them will now take 21 years to close (NDCS, 2020).

Every parent of a deaf child wants equal opportunities and the best 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 access language and literacy comparable to their hearing peers.

Research into deaf children and their language and literacy outcomes finds that 90% of deaf children are born to hearing parents, 2400 deaf children a year enter mainstream schools at age 4. There are almost 49,000 children with permanent hearing loss. (CRIDE 2020)

Further evidence of the poor outcomes experienced by deaf children is provided by Harris, Terleksi and Kyle 2017a, "Deaf children's reading levels remain unchanged, despite enhanced technology."



When deaf children are not able to fully access visual or acoustic communication signals, they are faced with many lasting effects - cognitive delays, mental health challenges, and limited literacy are just a few of these. Hall 2017 suggests that, "permanent brain changes may occur when children are not able to access any language fully during their critical early years."

The Coronavirus has compounded these problems, impacting heavily on the education of deaf children who for example, receive on average an entire GCSE grade less than their hearing peers.



## Makes spoken language visible for deaf babies, children and adults

In response to this, over the period 2021 – 2022, CSUK in partnership with a Software and design company called Robotica Machine Learning have developed a range of products and resources which encourage and support deaf learners to access literacy. The collaboration between Robotica and CSUK will enable all deaf children to access language and literacy in line with their hearing peers. CSUK and Robotica have developed an avatar, Cassie, who can respond to speech, either recorded or live by 'transliterating' the spoken word into Cued English, with captions, accurate lip patterns and a cueing arm. The range of avatars has been further developed to include support for other visual languages such as BSL, and other signing systems such as Makaton and Sign-Supported-English.

Our work together over the last year has moved from Kathy, a simplistic cartoon character, the minimum viable product, who could cue in response to text through two further iterations to become Cassie as she is now and who is still in development using the latest technology software. Using Cassie embedded in CSUK resources for literacy and language CSUK have devised and developed;

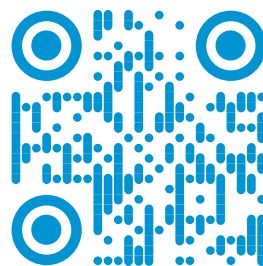
### Nan in the Van

'Nan in the Van,' is a reading range of phonic books designed to meet the requirements set by Department of Education. The series is developed specifically with deaf children in mind with a diverse range of characters including a deaf child.. The books are colourful, engaging and vividly illustrated by our own illustrator. They will be the only books developed specifically for deaf children in the UK.



Our prototype book is ready to disseminate to schools so that we can review the outcomes and improve the presentation before releasing the full series in September 2022 at the beginning of the academic year.

The first series of books are aimed at pre school and primary aged deaf children, however future series will include Easy Readers for older children.



### Nan in the van prototype

Use your smartphone's camera app to focus on this QR Code and follow the link when it appears.



## Cued Stories

Health Benefits of Reading to Children  
By Stephanie Nicola Medically Reviewed  
by Jabeen Begum, MD on November 05, 2021

Reading to children has both immediate and far-reaching benefits. Reading together not only improves language skills, literacy, and brain development. It also forges a deeper connection between you and your child.

Reading together helps to:

- build language skills. When you read books, you'll be reading words you don't typically use in everyday conversations.
- connect with your child. Sharing creates special memories and helps kids associate reading with something positive.
- develop the brain. Access to spoken language helps with brain development, even before children are able to talk.
- improve literacy. Reading to a child improves their future reading skills and fosters a love of reading.

Given the above, CSUK feel that it is of paramount importance that deaf children are offered the same opportunities as hearing children for story-time.

We have had permission from a number of authors to cue their stories. Over the last year we have made them available for deaf children and their parents as online films. They support story-time and learning to Cue and have helped a number of families with deaf children to access reading while the children were at home.

## uCUE.

In the last year we have developed uCUE Bronze.

This resource is a digital support for learning to Cue and supporting literacy skills. Bronze level – See it, Cue it, Say it, is ready for dissemination and will be part of the package delivered to schools. Bronze level is free to schools and families and will be used as pilot for trialling the software. Recommendations from users will be incorporated into our next game.

## iCUE

The jewel in the CSUK Crown. iCUE will give deaf people the freedom to access spoken language in the same way as hearing people through a transliterating avatar. This year we have perfected the performance of Cassie, putting detail into her Cued speech accuracy and into her appearance. iCUE is ready to go into trial with a young person moving from Primary to Secondary Education in September 2022.





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## EXECUTIVE DIRECTORS REPORT

### Reporting Report for Year March 2021 - 2022

Our aim is for all deaf babies, children, and adults to be given full access to English or their home language through Cued Speech (CS) regardless of hearing ability. With this they can develop their language and literacy skills to reach their full potential socially, emotionally, and economically.

Income received from our benefactors is used to support our two streams of work. Core funding is used to maintain the core services integral to the Charity's function.

CSUK have two main areas/streams of work:

- working with the Parents of Deaf Babies and Children aged 0 – 4.
- language and Literacy for Life for Deaf Children aged 0 – 18.

Within these two areas we have four projects which support the outcomes for deaf children.

Our Projects:

**1. Supporting Families** through the delivery of family interventions by our Regional Family Advisors in Wales, Hertfordshire, Newcastle and North Yorkshire and the Southwest Peninsular. The family interventions include one-to-one support, online training and online and hard copy resources including Cued stories and games for children.

**2. Training in Cued Speech** for the parents, professionals and other adults who support a deaf child.

**3. Love Reading for Deaf Children** comprising 10 Cued Speech animated

online books (Nan-in-a-Van) for deaf babies/children and visual learners. Written in line with current phonic systems used in schools.

**4. CSUK Digital Innovation** which includes 'Cassie iCUE', an avatar that provides visual language such as Cued Speech in response to speech using voice recognition technology and uCUE, our 'See/Cue/Read' resource which supports learning to Cue and accessing literacy for adults and children.

The outcomes against which we measure the success of our activities are:

1. Deaf babies/children will demonstrate an increased understanding and use of English – at single word level (vocabulary expansion) and sentence level - and will demonstrate the ability to apply this increased understanding of English to reading and writing skills.
2. Deaf babies/children will experience increased self-esteem and confidence for life and learning
3. Deaf babies/children will demonstrate greater participation in family and school life.

### How we monitor Outcomes

We monitor every session with a deaf child or family on our database. With this information we can calculate the exact nature of the intervention and its context, for example training, support or 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.

CSUK collect quantitative data through questionnaires given to the family, and qualitative data is collected through observations by the Regional Family Advisor (RFA), the family and other professionals supporting the deaf child.

The questionnaire is used to take a 'base-line' assessment of the child in our outcome areas, at the point at which we first engage with the family. We re-assess every 6 months; the results are recorded on our Social Impact Tracking software, which is the same as the outcomes star approach.

We assess change on a score of 0 to 5 in three areas - social and family participation, language and literacy development and self-confidence.

Scores taken at six months and six-monthly thereafter, are quantified thus:

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

We collect qualitative outcomes from evidence statements from the families and the professionals working with the children. RFAs 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 will contact schools who are using Cued Speech 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.

Significant progress will indicate that a family or other adults supporting the deaf child have consistently used CS thus creating a significant difference to the outcomes of the child.

Some progress often indicates that a parent is just beginning on the CS journey, therefore we do not have enough progressive data to put it into the "significant" category. Alternatively, their progress may have been interrupted by illness or other life events

No progress is an indication that some parents can find it too challenging to learn to Cue, or sometimes they start the learning journey but then opt for a different intervention or mode of communication such as signing. Others may give up learning because of changing circumstances in their lives.



# Makes spoken language visible for deaf babies, children and adults

## WHAT HAVE WE ACHIEVED

**We have been able to evidence the outcomes of 318 deaf babies/children who have benefited directly from the engagement of CS practitioners.**

Our work will have helped many more deaf children vicariously via indirect engagement with professionals or through available online CS resources which we have been unable to monitor and evidence. For example, we calculate that training 1 professional will potentially lead to many deaf children receiving CS interventions from that trained professional, which we are unable to monitor.

### **The Difference our Work has made** **Greater family participation**

Many deaf children are isolated within their families (and all other social contexts) because with limited hearing support and without a visual language such as CS, they may struggle to articulate and express their thoughts, feelings and emotions. Through interviews and our questionnaires with the parents whom we support, CSUK are able to evidence that many deaf children find it difficult to participate in family conversations and activities. In contrast, parents who use CS with their deaf infant or children are able to include their child in many more family activities and conversations.

Of the 318 deaf babies and children with whom CSUK have worked directly over the period 2021-2022:

#### **37.4% - 119 - demonstrated significant progress.**

E's Grandfather told me, "E's confidence in new situations and around his peers has really improved. He will now play happily with and around his peers and approach adults to interact."

A Dad told us, "Kathy Cued the whole story to baby J. J watched and

engaged throughout, her eyes wide open and her little hand kept reaching out to Kathy as she Cued. Previously, keeping J's attention at story time was challenging and she would quickly lose attention."

S's mother reported, "Cueing to S is helping her to see the sounds she misses when she speaks. This greatly helps her feel included in family conversations. Using CS to clarify sounds such as ng, s, t, d, ing, she can participate with confidence in family banter, knowing that she is using the correct sounds when pronouncing words and can be understood."

#### **48.4% - 154 - some progress**

P told us, "When I first heard about Cued Speech, I thought it looked so intimidating, I would never get my head around it. However, after two sessions I feel so much more confident and can Cue some key words to my baby daughter that we use every day. The support that we have received has been incredible. I don't think that we could have done as well as we have without the amazing support and encouragement that we have been given."

Jo, the mother of Z, is a new parent. She told us, "It was our first CS session. Previously we have used our own made-up family signs and shouting to make ourselves heard by Z. Z. loved watching Kathy Cue, she was so animated and interested. We will definitely continue with our CS sessions and learn to Cue."

#### **14% - 45 - no progress.**

CSUK Family Advisors have reported some examples below:

Mum told us that MH was premature and that she felt that she couldn't cope



with an additional professional visiting the home.

'She generally manages well in school, but at home her behaviour can be challenging as mum and family do not Cue or sign to her. Mum found learning anything new too difficult at this time.'

'The main cause for a family to disengage is that the child is older and now attending a nursery or school and coping well using their hearing aid/ cochlear implant.'

### **Increased Literacy**

For babies and very young children we assess language development and the number of words the child can understand through CS. Primary-aged children are assessed on their progress in literacy both qualitatively through participation in class (or at home), and quantitatively through their identification of words at a single-word level.

In the year 2021 – 2022 we worked with a total of 318 babies or children. Of those

### **35.5 % - 113 - demonstrated significant progress**

A Higher Learning Teaching Assistant (HLTA) from St. Margaret's in Torquay told us, "We have used CS in all of O's supported literacy lessons so that he can see how the sounds and the sentence are constructed. Using CS and THRASS (a literacy tool) O, aged 9, has bridged the gap and has age-appropriate language and literacy. Cued Speech has been the ladder which has enabled him to access the process of learning to read."

Parents of E told us, "Learning CS has been amazing! What a wonderful way of making the English language visual. It's helped us to support E with both her language and with beginning to see the relationship between sounds and letters and will impact hugely on her learning and literacy"

### **50% - 159 - some progress**

"We have just started to learn to Cue with M, our 3-year-old daughter and it has encouraged her to look at our faces when we are talking. It's early days but we can Cue 'p' to clarify the 'p' in Peppa Pig as she had been missing the sound when she said it. Now M can say and Cue the 'P' in Peppa which she loves because it's her favourite TV programme, and she can Cue and say 'M' for Mum and 'D' for Dad. We hope that with more practice we will be able to Cue whole words for M. We know it's really going to help with her language and literacy. "

HLTA at Eggbuckland School, "When T was learning her colours we were able to Cue them to her so that she could clearly see the sounds that she was missing in 'blue', 'green' and 'pink' for example. T has also had gromets fitted in the last six months and with both Cues and gromets she has made some language progress, although she still mispronounces some longer words."

I asked Becka, 18, if she would like to tell me anything more about her experience of using CS? "Yes," she said, "it's really helped me with my dyslexia. I Cue the words that I find tricky first, and it really helps me to get the letters in the right order when I write them."

### **14% - 46 - no progress.**

B is 14. His family have decided not to continue to learn to Cue following 6 or 7 sessions with Carly. B has multiple health problems and complex needs requiring frequent hospital visits. B wanted to learn to Cue because he saw Carly Cueing stories on YouTube. Sadly, the family and B were not able to use CS for long enough to make an impact on his language or literacy; however, he continues to watch the Cued stories on YouTube when he can, and it always brings a big smile to his face.



## Makes spoken language visible for deaf babies, children and adults

### WHAT HAVE WE ACHIEVED

#### Increased confidence for life and learning

Deaf children who have been Cued to from a young age are more likely to be able to communicate their thoughts and feelings. The inability to be able to communicate can result in deaf children feeling frustrated, intimidated and powerless which in turn can lead to low self-esteem and low self-confidence. This can sometimes be expressed through challenging behaviour and/or anxiety.

As a result of the use of CS, CSUK have evidenced deaf children's self-confidence grow in both their personal relationships and in achieving personal goals.

While we measure this outcome using questionnaires and interviews it must be noted that there can be several factors which will relate to and have an impact on one's self-confidence which is why for this particular outcome, we measure a higher frequency of data as 'some' progress.

#### **14.1% - 45 - demonstrated significant progress**

A head of year reported, "L is learning English through CS as a second language - her first is BSL. Before learning CS, she had no understanding of English. CS has opened the door to English for her. CS has considerably improved her lipreading and she can see the difference between the sounds that look the same on the lips. While L has only been at school for three years, she is already starting to reach the same literacy levels as her hearing peers. What is equally as important is that we have observed her integrating more freely and confidently with the other children in her year, because she feels so much more confident in her ability to communicate through lip-reading which

has improved through learning to Cue."

A parent told us, "D is amazing. When Kathy first started working with him, he wasn't talking in sentences, and would only say the odd word. Kathy taught us to Cue through lockdown and now he is talking fluently, he's a real chatter box." Case closed.

J – has CS at school but not at home. (Mum is being encouraged to learn CS but finds it difficult.) In school J is fully engaged in his phonics lessons using CS, and is now beginning to speak in sentences. He is closing the educational gap between himself and his hearing peers. However, one of the greatest changes in his behaviour is during playtime: he can now engage with his friends and has recently started to play football. This is such a difference to the shy little boy that first joined us at school.

#### **64% - 204 - some progress**

A Mum told us, "After 2 sessions I was Cueing to E. E is 27 but has a cognitive and developmental delay and her functional level is equivalent to age 6, in addition to this, she is partially sighted. I Cued my Strictly Come Dancing annuals to her which she loved, she was so animated and excited. It was lovely to see the change in her as she can be very anxious and insecure."

#### **22% - 69 - no progress.**

V is living in a very difficult family context as her parents are going through a divorce. Her parents are not learning to Cue and have disengaged from CSUK. However, V uses CS in school.

V is often distressed because she doesn't understand what is going on at home and her parents no longer Cue to her.

## In total for the year April 1st 2021 to end March 2022 we have delivered the following activities:

- CSUK attended and presented at 11 online deaf-related events.
- delivered 2 workshops.
- delivered 4 group licenses for our online self study course.
- the CSUK Training Lead has delivered 30 Cue-Reading sessions.
- CSUK Regional Family Advisors have delivered our parent and child Cued Speech training and support package through 159 home visits and 140 Zoom virtual visits.
- CSUK Regional Family Advisors delivered 78 playgroup sessions for parents of deaf children.
- the CSUK Training Lead and the Lead Family Advisor supported 4 schools that are using CS with their children to access literacy.
- the Lead Regional Family advisor delivered 'Learn to Cue' sessions at one school for 14 students.

## The CSUK core team developed and disseminated 16 Cued Speech Videos:

- 10 Learn-to-Cue videos including View It, Cue it and Mini Challenge Videos and Important Days
- 2 Songs
- 3 Stories
- 1 Educational video from a patron – Helen Willis

In addition to the videos, we updated our Cued Speech hard-copy resources to produce a Family Pack which is full of games and learning resources and these were sent out to 16 families.



## Digital Data:

### Facebook 2021 - 2022

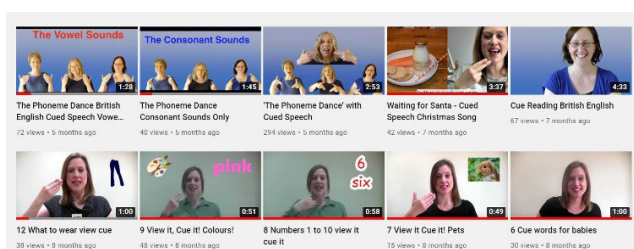
Total Reach	Total Engagements	Average Reach	Average Engagements
42421	5443	935	124

### Instagram 2020 - 2021

Video and Posts	Views	Likes
43	882	124

### Instagram 2021 - 2022

Video and Posts	Views	Likes
23	425	67





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## WHAT HAVE WE ACHIEVED

CSUK are a small team with only 5.5 full-time equivalent employees, and yet we manage a number of projects and activities which meet the needs of our beneficiaries.

This can only be achieved through successful team management, collaboration, and efficient administration. Your funding supported our administrative team to achieve this through managing family referrals and training referrals, updating our media platforms, and reporting to our benefactors via the generation of newsletters and reports including the Annual Report and Impact Report.

Core funds supported CSUK to deliver projects and activities across the UK so that every deaf child has had the opportunity to have access to CS resources.

### Work Stream

The number of referrals for this age group for the year 2021 – 2022 has been low with around 12 referrals across the UK within this age group. We did reflect as a Team that Covid will have had a significant impact on parents of newly diagnosed deaf babies - as it did on parents of hearing babies. Parents were fearful of their newborns contracting the virus and maintained high levels of isolation throughout 2021 -22. It was a time of considerable anxiety for new parents, and they were less likely to engage with additional interventions at this time. However, we did feel that we needed a more proactive response to this dilemma and took the time to devise a unique programme for parents of newly diagnosed deaf babies, called CHOICES.

The six-week group work programme will be delivered by CSUK RFAs and can be accessed by parents live or

online. The CHOICES programme will add value compared with parents' current experience, as it will provide experiential learning supported by peers with the benefit of learning through practice. This is in contrast to making decisions based on written material which is predominantly the current offer from Teachers of the Deaf (ToDs) or the National Deaf Children's Society (NDCS) to parents following a Newborn Hearing Screening Test.

The programme has been part-funded by the Sylvia Adams Charitable Trust as a legacy fund over three years but will need further funding. As of March 2022, we have already designed the referral and delivery model, content and teaching resources and have our first group due to start at the beginning of May 2022.

With partners in the NHS, schools, and other charities such as the Elizabeth Foundation, we are confident that this approach will significantly increase the number of referrals of babies aged 0 – 4.





## Language and Literacy for life for deaf children aged 0 - 18

In spite of having some members of staff on flexible furlough, CSUK have maintained the average number of families engaging with CS over the last three years of funding through both responsive and proactive responses to need and delivery. For example, we have used both face-to-face interventions and zoom virtual interventions in response to need and circumstance.

The Team have used the time creatively to generate new resources and models of delivery which include:

- CSUK innovative digital resources, the avatar Cassie.
- CSUK digital See-Cue-Read resource uCUE which introduces children and adults to Cueing and phonics.
- CSUK phonics Early Reading scheme, the uniquely developed Nan-in-the-Van e-books for deaf children and visual learners.

CSUK are excited to be delivering the key-note speech at the prestigious British Cochlear Implant Group Conference 2022 and will be launching their digital innovations and the Choices programme at this event, a culmination of the hard work achieved during the last three years.

### Challenges

Due to Covid, a number of our benefactors changed the focus of their funding to those groups of

individuals who had most need during 2021 – 2022. This resulted in CSUK having to pare back on spending, and we achieved this through optional flexible furlough. While this reduced the number of families that were seen face-to-face, significant savings were made on time and travel costs.

While our Regional Family Advisors worked reduced hours, they used their time effectively through meeting families on Zoom and through developing online Cued games and resources suitable for families and deaf children who were still being home-educated.

During numerous lockdowns, the CSUK core team used the time to work remotely together to devise CHOICES.

I think that the last two years have made us use time and resources more effectively and more efficiently.

While 2021 – 22 saw a reduction in the numbers of people accessing CS resources online or through Zoom sessions, the numbers are still in excess of 2019 – 2020. The number of families who are starting to engage with CS at the end of the financial year 2021 – 22 is in line with the level of engagement seen in the years prior to Covid restrictions.

CSUK are confident that in this new financial year 2022 – 2023 we will increase engagement numbers with home visits and online because of the skills that we have learnt in effective and efficient practice during Covid restrictions.



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## LEGAL AND FINANCIAL

A Brief Report from an  
External Consultant

**Peter Burditt**

**Strategic Development Consultants Ltd**

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strategicdevelopment.co.uk](http://www.strategicdevelopment.co.uk)**

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**[e] [pburditt@strategicdevelopment.co.uk](mailto:pburditt@strategicdevelopment.co.uk)**

**Peter Burditt: Senior Associate Member  
of the Royal Society of Medicine**

**Peter Burditt: APECS Accredited Master  
Coach**

I have now met your operational staff and Leadership Board of Trustees and I must say that that in comparison to a couple of other charities with which I am connected, you have attracted (and retained) some first class people both for your management team and at the trustee board level; a wonderful tribute to the Executive Director and to her leadership style

I had a very constructive conversation with the Business Manager, Louise Creed and found her to be a very impressive and committed person for the Cued Speech cause and is a wonderful ambassador for the Charity.

CSUK financial reporting seems well managed, you have some commercial trustees who bring excellent experience and knowledge. Several of the Trustees also have first-hand experience of deafness.

The projected funding gap and the limited options you have in containing and /or reducing costs concerns me a little although I know you assured me that historically funds do arrive mid-year. It has been a pleasure to meet you all and to have worked with this wonderful Charity.

### Are we cost effective?

CSUK offers an excellent return on funds. The Team is highly efficient and skilled with most employees having the ability to deliver activities in more than one area of work. In the last financial year we have delivered more online sessions and our capacity has been increased through our online training. Our team are creative and aspirational, we are motivated by the desire to create equal opportunities for life and learning for deaf children and this has inspired our work with Robotica Machine Learning and the Love Reading Project.

### Our Experience

The CSUK Team retain it's employees over long periods of time, staff rarely change so that each member of the Team increases in skills and has a vested interest in the success of the Charity and in making a valuable contribution to plans, creative ideas and outcomes. This means that our staff team are highly motivated and extremely competent and have the ability to cover a number of roles. This is evidenced by the broad range of projects that we are able to work on over one year. This year we have further developed our working partnership with Robotica Machine Learning and have extended the project into four areas. We have devised a new program for the parents of newly diagnosed deaf babies, CHOICES, which includes close collaboration with NHS staff and Hospital Audiology Departments, and we have continued to deliver training to families and professionals in schools.

## Risk Management

50 years delivering training in Cued Speech gives the Charity integrity and evidences its resilience, continuity and quality which are positive attributes when applying to Charitable Trusts for funds. This was evidenced through the results of our applications, we were fortunate to receive successful bids to:

- Sylvia Adams Charitable Trust Legacy Fund
- Henry Smith
- Foyle foundation
- Garfield Western
- BBC Children in Need Wales
- BBC Children in Need England
- 17 standard Appeals
- 33 Donations from private funders

We are more than grateful to our funders for helping us to continue to deliver our vital work to deaf babies and children.

Unrestricted funds have been essential to the Charity over the last three years because of the changing nature of the delivery of our activities in response to Covid restrictions: we have been able to use our funds quickly and flexibly exactly where they have been needed, in most instances without having to apply or notify a change of use.

Multiyear funding has meant that we have been able to rely on the funds available throughout a very challenging period and consistently and reliably budget our accounts against core costs

CSUK are mindful that being dependent on one form of income puts the Charity in a vulnerable position and we will strive to develop an independent revenue stream from the sales of our educational resources in 2022 – 23 and further develop CSUK Trading Lmted.

## Future Plans

Over the next 3 years, CSUK aims to make a significant breakthrough into the number of referrals that are received from parents of 0 – 3-year-old deaf babies.

We aim to change the way that deaf learners are able to access literacy and language in education and social settings through the use of digital technology including the Avatar Cassie iCUE, the literacy resource uCUE and the easy readers online filmed books, Love Reading.

## Cued Speech UK

Cued Speech UK was founded in 1975 - the National Centre for Cued Speech, part of KIDS, the 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 UK (CSAUK), which in 2017 was revised to Cued Speech UK. The Charity's activities are governed by the Memorandum and Articles of Association (reviewed in October 2001).

Members of the Association elect Trustees (who are also Directors) who hold quarterly meetings to decide policies, and to appoint and oversee staff.

## Public Benefit

Cued Speech UK operates for public benefit by working to improve the communication and literacy skills of deaf and hearing-impaired children and adults. In exercising their powers and duties, including setting objectives and planning activities, the Trustees and the Charity confirm that they have complied with their duty in Section 4 of the Charities Act 2006 to have due regard to the guidance on public benefit as published by the Charity Commission.



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## LEGAL AND FINANCIAL

### Safeguarding

This year we have 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 comprehensive safeguarding policy is reviewed annually. All our tutors, staff and volunteers working with children and vulnerable adults comply with the policy and procedures and are checked under the Disclosure and Barring Service.

### Volunteers

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

Volunteers:

- teach, examine, and support training activities.
- contribute to information and tuition materials.
- demonstrate Cued Speech at exhibitions.
- provide advice and guidance to staff.
- take part in fundraising activities
- provide expert advice and support in key project areas such as marketing, business management and film production.



## STATEMENT BY THE TRUSTEES OF CUED SPEECH UK LIMITED

The summarised financial statements for the year ended 31 March 2022 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 2022 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 the 21st September 2022, 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 2022.

### 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



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## STATEMENT OF FINANCIAL ACTIVITIES

Year ended 31 March 2022	Unrestricted Funds £	2022 Restricted Funds £	Total Funds £	2021 Total Funds £
<b>Income</b>				
Donations	38,617	245,491	<b>284,108</b>	262,657
Charitable activities	207	2,713	<b>2,920</b>	12,083
Other trading activities	–	–	–	405
Investment income	387	–	387	–
<b>Total income</b>	<b>39,211</b>	<b>248,204</b>	<b>287,415</b>	<b>274,740</b>
<b>Expenditure</b>				
Expenditure on charitable activities	737	271,983	<b>272,720</b>	286,682
<b>Total expenditure</b>	<b>737</b>	<b>271,983</b>	<b>272,720</b>	<b>286,682</b>
<b>Net income and net movement in funds</b>	<b>38,474</b>	<b>(23,779)</b>	<b>14,695</b>	<b>(11,942)</b>
Transfer between funds	(9,500)	9,500	–	–
<b>Net movement in funds</b>	<b>28,974</b>	<b>(14,279)</b>	<b>14,695</b>	<b>(11,942)</b>
<b>Reconciliation of funds</b>				
<b>Total funds brought forward</b>	<b>40,760</b>	<b>78,520</b>	<b>119,280</b>	<b>131,222</b>
<b>Total funds carried forward</b>	<b>69,734</b>	<b>64,241</b>	<b>133,975</b>	<b>119,280</b>

### INCOME

Total income received in 2021/22 was £287,415, of which £284,108 was donated by charitable trusts, companies and individuals. The remaining £3,307 included tuition fees and charges, membership subscriptions and investment income.

### EXPENDITURE

Total expenditure was £272,720.

### RESERVES

Income exceeded expenditure by £14,695 resulting in increase in funds from £119,280 to £133,975, of which £64,241 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 2022 met that requirement.

## BALANCE SHEET AS AT 31 MARCH 2022

Assets	2022	2021
<b>Fixed Assets</b>		
Tangible Fixed Assets	<b>5,195</b>	4,254
<b>Current Assets</b>		
Stocks	<b>743</b>	743
Debtors	<b>3,709</b>	3,783
Cash at bank and in hand	<b>132,248</b>	117,550
<b>Total current assets</b>	<b>136,700</b>	122,076
<b>Creditors: amounts falling due within one year</b>	<b>7,920</b>	7,050
<b>Net current assets</b>	<b>128,780</b>	115,026
<b>Total assets less current liabilities</b>	<b>133,975</b>	119,280
<b>Net assets</b>	<b>133,975</b>	119,280
<b>Funds of the charity</b>		
Restricted income funds	64,241	78,520
Unrestricted funds	69,734	40,760
<b>Total Funds</b>	<b>133,975</b>	<b>119,280</b>

## 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:

### CHARITABLE TRUSTS

- Arnold Clark Trust
- Awards for all England
- Awards for All Wales
- BBC Children in Need England
- BBC Children in Need WALES
- Belvedere Trust
- Benham Charitable Trust
- Bothwell Charitable Trust
- Cumber Family Trust
- DCR Allen Charitable Trust
- Devon and Exeter Deaf Charity
- Dorothy Hay-Bolton Charitable Trust
- Elizabeth & Prince Zaiger Trust
- Fulmer Charitable Trust
- Garfield Western Foundation
- George A Moore Foundation
- Global Make Some Noise
- Henry Smith Charity
- Lord and Lady Lurgan Trust
- Masonic Charitable Trust
- Michael Cornish Charitable Trust
- Michelle Molyneux Charitable Trust
- PF Charitable Fund

- Sir James Roll Charitable Trust
- Sir John Beckwith Charitable Settlement
- Sir Jules Thorn Charity Trust
- Souter Charitable Trust
- Sylvia Adams Charitable Trust
- The Clothworkers Foundation
- Toy Trust

### INDIVIDUAL DONATIONS

- A C Gillespie
- Barbara Parton
- 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**

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