



*Signature Annual  
Awards*

Prospero House, London

Friday 27th January, 2016

# Welcome

Thank you for joining us to celebrate the 8th  
Signature Annual Awards.

This evening we are focusing on the influential  
educational establishments, teams and  
individuals that are brightening the futures for  
so many.

We want to highlight and reward the people  
who are enriching education for deaf people  
and spreading understanding through teaching  
deaf communication and awareness.

Look inside to find out more about our  
finalists.

# Finalists

## Leadership in Education

Acknowledging the forward thinking individuals that strive to make a positive difference to the learning experience of all students in their establishment.



**Celia O'Hagan**

Lecturer of Education Celia is the inspiration behind the Ulster University course which supported the first deaf sign language teachers in Northern Ireland to achieve a Postgraduate Certificate in Education. Celia secured funding for additional support on the course and was the driving force behind the project, determined for her students to succeed and reach their potential.



**Emma Caswell**

Centre Manager Emma is a constant support to teachers and students, and a fantastic mentor for new teachers. She developed a business plan so that the centre could grow in terms of development and student numbers by offering consistently high quality services, adapting her approach when necessary and thinking creatively.



**Gaye Hampton**

Alongside her work as a SLI since becoming one of the first deaf SLIs to qualify at Durham University in 2007, Gaye founded the Newport Sign Language Centre where she teaches alongside her husband Charles. Gaye is a role model to her students who admire her professional, supportive and encouraging manner.



**Jacqueline Bielby**

Jacqueline is a leader inside and outside of the classroom. Her commitment to source funding for students is part of her aim to help deaf people gain confidence towards employability. She strives for hearing students to immerse themselves in the deaf community to develop skills and break down barriers.

# Finalists

## Enriching the Student Experience

Recognising the individuals and teams that have shown outstanding dedication to enhancing the student experience and embedding enrichment in the learning experience.

### Ayesha Gavin

Inspiring teacher Ayesha juggles looking after her young family with teaching BSL to students across the North West. Her students admire her tenacity and how she champions comfort and confidence during her lessons. As well as teaching BSL to Level 6, Ayesha provides sign workshops for children and deaf awareness seminars.

### Katie Keil

Katie regularly goes beyond the call of duty for her students, to make sure that they enjoy the learning adventure. Promoting a real desire to learn in her students, she pushes them to immerse themselves in the deaf community and regularly gives up her time to sign children's stories at a local bookshop, with the help of her Level 1 BSL students.

### Kathleen Grehan

As well as providing financial support to deaf students and their family members, Kathleen is committed to giving her undivided attention to each student when they need it, and is able to understand personal preference and circumstance to find the best way to support and teach each person. Kathleen's students are grateful for her non-stop encouragement, constant feedback and adaptable teaching practice.

### Linda Thomson

Linda understands that we all learn in different ways, and so she encourages her students to find their own learning style so she can educate in the way that suits each person. She strives to create a safe environment where students can push themselves, take risks, and learn by doing.



# Finalists

## Community Champion

Recognising the impact our nominees have beyond the classrooms, seminars and lecture theatres. They have shown commitment to improving the lives of deaf and deafblind people in the community and work hard to create exciting learning opportunities for all.



### **Bharti Raza**

Bharti set up Oldham Deaf Diverse Community in 2009, a multi-activity centre for local deaf young people and their siblings. After overcoming the obstacles of securing venues and funding, Bharti now provides signing clubs, gym trips, sports and games, and trips for members. She also runs a cafe to support deaf users with work experience and achieving qualifications.



### **Bridging the Gap project team, NDCS:NI**

With the aim of reducing the 'gap' in attainment figures between young deaf people and their hearing peers, the team worked to educate and support parents, professionals and peers to create learning environments where young people can thrive and communities that are now much more confident in their approach to raising and working with deaf people.



### **Helen Fisher**

After realising how the deaf community can be excluded from financial advice and support, Helen has worked to investigate the unfair treatment of deaf people by financial institutions. Her work has led to lasting behavioural change among financial institutions and has enabled deaf people to save thousands of pounds in utility costs.



### **Pascale Maroney**

Since 2009, Pascale was responsible for booking and organising interpreters for Glastonbury Festival. She has worked to secure interpreters on the iconic Pyramid Stage, and with festival organisers and interpreters to ensure that the experience is positive for deaf festival goers, artists, stage managers and the interpreters themselves. Her dedication and attention to detail has allowed many more deaf people to enjoy the festival.



# Finalists

## Training Initiative

Celebrating organisations that are dedicated to improving customer service for deaf and deafblind people through schemes and initiatives for staff that focus on deaf awareness and communication.



### John Lewis York

Aiming for the ability to communicate with every deaf customer at any time, John Lewis York trained staff in deaf awareness and British Sign Language. This led to the implementation of a BSL rota, ensuring that there are always signers in store – the first time a retail organisation has incorporated this level of deaf awareness and communication.



### See Hear Highland Education & Learning Services, NHS

The team combated the challenge of providing widespread deaf awareness across a remote and rural part of the country by creating a short and free learning module in deaf awareness. Reaching more than 100,000 people, the training has transformed the practice of thousands of staff across the Highlands and improved the inclusion of deaf people across the region.



### Together Housing Group

After staff identified a gap in deaf awareness, 161 members of staff and tenants were provided with a deaf awareness training programme. Staff were able to make improvements on how deaf people are accommodated and make extra considerations for staff who disclosed their hearing loss as a result of the training, becoming more aware of the support available to them.



### Watershed

As part of their aim to become more inclusive, Watershed worked to train all staff in BSL, build accessibility into its cinema programme and adapt its communications in order to reach the deaf community. Since training more than 50 staff in BSL and introducing its Deaf Conversations about Cinema event, Watershed is the venue of choice for many deaf and hard of hearing Bristolians.

# Finalists

## Educational Support

This award is for outstanding communication professionals who support in the classroom and have engaged with students to assist them in aspiring to achieve their academic and personal development objectives.

### **Annalee Green**

Annalee is a teaching assistant and role model for young deaf children at Hempland Primary School. She constantly goes the extra mile, often working long after the school closes to ensure children and families are supported, visual aids are created to support classroom work and there are no barriers to any child's development. She also provides deaf awareness training to adults working in the school.

### **Damian Ball, National Deaf Children's Society**

Damian works at the heart of the community to eliminate the misconceptions about deafness and prevent the isolation of young deaf people. He uses his easygoing nature and sense of humour to engage with families, peers and professionals of deaf children to improve their confidence, emotional health and wellbeing.

### **Support Services Team, Student Enabling Centre, University of Wolverhampton**

For 23 years, the team has provided deaf and hard of hearing students full access to university life by providing interpreting and notetaking services. They work to attract students by hosting Deaf Learner Open Days, and have supported almost 500 students in achieving university degrees so far.

### **Victoria Ackroyd, York St John University**

In her role as a BSL interpreter and translator at York St John University, Victoria's role is hugely appreciated by deaf students who use her support to help them achieve and succeed academically. Seen as a professional, a mentor and a friend by the people she supports, Victoria goes the extra mile to support her students.



# Finalists

## Transforming Lives through Education

Recognising the educational establishments that are making a real difference to student's lives by creating an inclusive environment for deaf students and increasing the communication and understanding of their hearing peers.



### Falkirk High School

It was extremely important to staff at Falkirk High School that students were able to communicate well with their mainstream peers and the school had a fully inclusive environment. The school worked with eight local primary schools to organise deaf awareness training for around 200 pupils who will soon be transitioning to Falkirk High, improving inclusion in the school from the outset.



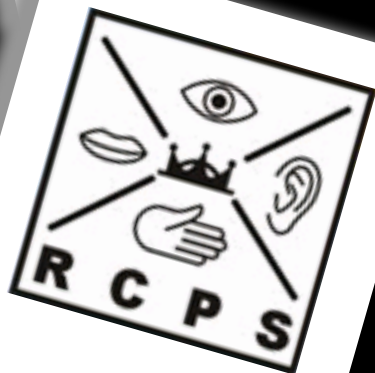
### June Battye & Seashell Trust

BSL Tutor June Battye strives to ensure that all colleagues at the Seashell Trust can communicate with children, adults and colleagues who are deaf BSL users. Around exam time she gives one on one support and provides candid feedback to help students be the best they can be. June's dedication is a key ingredient of Seashell Trust's creative, happy and secure environment.



### Rawdon Littlemoor Primary School

This mainstream school has worked tirelessly to ensure deaf children are integrated into the life of the school. The school encourages hearing children to learn BSL and has worked to remove any stigma related to deafness across the establishment; hearing and deaf students can communicate without a support worker and BSL is integral to school performances.



### Royal Cross Primary School for the Deaf

Nothing is too much trouble for the staff at Royal Cross Primary School. Described as 'warm and consistent in all pupil care', the school embraces deaf culture and cares deeply about the development of its children and the ongoing assessment and training for staff members. Deaf culture is strongly embraced and signing lessons are available for hearing family members.



# Finalists

## Emerging Teacher

Recognising teachers in their first three years of their career as a British Sign Language teacher or teacher of the deaf, who are already bringing learning to life by engaging and inspiring all students to reach their full potential.

### Jeanette Campbell-Turner

Jeanette's focus on openness and humour in the classroom makes her incredibly popular with her students. She works hard to understand her students' own stories and instils confidence in them to not only reach their classroom objectives, but to make friends and have fun along the way.

### Paula Parker

Paula's teaching does not stop when her students leave the classroom. Her students benefit from extensive written feedback and excellent one on one advice. She is almost always available to answer questions and concerns, and uses a closed Facebook group where students can view clips and upload their own for practise. As a result, student retention is fantastic from Level 1 to Level 2.

### Richard Platt

Richard maximises class engagement by using graphics, imagery and motion to support visual and kinaesthetic learning in BSL. He incorporates current affairs into his teaching to make the content memorable, relatable and personable, and embraces new technology, encouraging students to film using phones to review and revise. Richard is a happy and enthusiastic teacher who is committed to going the extra mile and making lessons enjoyable.

### Zayne Thomson

Zayne is incredibly enthusiastic about his role as a teacher and is not afraid to change the status quo if it helps his students learn and develop. He's interested in different styles of teaching and applying those to different students, and always has a back up plan to make sure that every student continues to grow.

