

This paper presents research into providing accessible resources for BME Deaf individuals from London whose first language is neither English nor British Sign Language. The case study presented in this research demonstrates the possible effects of learning when materials are designed according to the language needs of the backgrounds of the BME Deaf individuals involved. The approach demonstrated is transferable to other BME Deaf people who come from different language and cultural backgrounds, and it is hoped that this could become a useful reference tool for educators to encourage and provide an alternative approach to acquire literacy skills development for foreign BME Deaf learners.

The needs of the BME Deaf community are vast and we realize that although these findings have an application, this is still work in progress and a great deal more needs to be taken into account. The paper presented will detail a background into the motivation behind this work, the proposed method of creating visually accessible materials, a case study where this approach has been used, its outcomes and future directions of research.