



DISABILITY DRIVING INSTRUCTORS

Helping people with physical disabilities, with special educational needs and those with hearing difficulties.

Scheme of Work for Disability Driving Instructors' ADI Training Programme

Wednesday, 30 November 2022

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Disability Driving Instructors (DDI)

About DDI

- We are a not for profit community interest company limited by guarantee (company number 8570552).
- We are a full member of driving mobility.
- We liaise with driving mobility centres on certain issues, that we can help them with.
- We are an association of specialist driving instructors.
- We have a register of specialist instructors.
- Pupils can access the register through our website.
- We help disabled pupils get impartial advice about learning to drive.
- We liaise with the DVSA and DVLA on matters relevant to drivers with disabilities, medical conditions, specific educational needs and deafness.
- We provide continued professional development courses for driving instructors through this training programme.



Our contact details

Click on the links to visit our pages.

[Click here to visit our website.](#)

[Click here to visit our Facebook page.](#)

[Click here to visit our Facebook group.](#)

[Click here to visit our Youtube channel.](#)

[Click here to email us.](#)

0844 800 7355

The DDI ADI Training Programme

About the programme

Welcome to the Disability Driving Instructors' ADI training programme. The programme is designed to provide ADIs with the knowledge and expertise to teach pupils with special needs. When deciding upon the programme content we were guided by questions and issues raised by ADIs in our Facebook group 'ADIs with & for Disabilities', as well as, issues raised by driving mobility centres. Most of the content in this programme is designed to answer those questions and address those issues raised. The programme is divided up into three parts:

- Specific educational needs.
- Disabilities and medical conditions.
- Sign language.

Each of the three parts is sub-divided into several units. Each unit will be a presentation with a duration of between two to two and a half hours.

How are the units delivered?

The last two units of driving with disabilities and medical conditions are 'hands on' practical in car sessions. The other units are delivered online as a webcast using Zoom. You will need to view the webcast on a device with a screen larger than a mobile phone, such as a tablet, laptop or desktop computer. The minimum screen size, that you will need, is 10 inches. For the best sound quality you need to use either earplugs or headphones and use it in a quiet room without background noise.

Who should do the training programme?

- ADIs wanting to specialise in one of the areas covered by the course:
 - Specific educational needs.
 - Disabilities and medical conditions.
 - Sign language.
- ADIs, who want to know more about adaptations and teaching pupils with disabilities and medical conditions.
- ADIs, who have taught pupils with one of the following conditions and want to know more:
 - Learning disability.
 - Learning difficulty.
 - Dyslexia.
 - Dyscalculia.
 - Dyspraxia.
 - Developmental disorders.
 - Attention deficit hyperactivity disorder (ADHD).
 - Attention deficit disorder (ADD).
 - Autism spectrum disorder (ASD).
 - Brain injury.
 - Stroke.
 - Cerebral palsy.
 - Spina bifida.
 - Spinal cord injury.
 - Chronic fatigue syndrome (CFS) myalgic encephalomyelitis (ME).
 - Multiple sclerosis.
 - Epilepsy.
 - Visual disorders.
 - Dwarfism (achondroplasia).
 - Limb absence.
 - Arthritis.
- Newly qualified or experienced ADIs wishing to further their knowledge and skill set through CPD.

What is the cost of the training programme and how do I book?

The cost of each of the online units is £35 per unit. The charge for the day unit at RDAC is £ 75. Lunch is included in this price. You will need to do the unit in the 'Introduction to teaching pupils with special needs' section first before doing the units in the specialist area of your choice.

As mentioned above there are three specialist areas covered by the course:

- Specific educational needs.
- Disabilities and medical conditions.
- Sign language.

If you are interested in doing training in one of the areas, you will need to do all of the units in that area. You will need to pay for all the units, in that area, in advance when booking. If you book and complete all of the units in all areas you will be eligible for a free upgrade from line entry to full page enhanced entry on the DDI instructor register. If you have already paid for an enhanced entry this will be free of charge for the following year.

To book contact DDI by email and let us know:

- Your name.
- Your mobile phone number.
- Your email address.
- Your location.
- Which of the specialist areas of the course you want to do.

Our contact details are on a previous page.

Introduction to teaching pupils with special needs

Unit 1 DVLA and DVSA notification requirements for pupils with special needs

Notes

In this unit John will give a short introduction to the DDI ADI training programme. He will then cover the important notification requirements that every ADI needs to know before commencing tuition with a pupil with a special needs.

Presenter

John Rogers

Duration

Two hours.

Aim

To provide ADIs with knowledge about the necessary notification requirements for drivers with different medical conditions.

Objectives

By the end of the presentation you should:

- Understand the DVLA rules for notification of medical conditions that all drivers must comply with and that new drivers (and their parents) need to be aware of.
- Understand the DVSA requirements for notification of special needs and medical conditions/disabilities when applying for both theory and practical driving tests
- Understand what 'reasonable adjustments' are available for candidates taking their theory and practical tests and know how to request them.

Course content: DVLA requirements

- Assessment needs and applying for the first provisional licence.
- Minimum eyesight standard.
- Understand the health declaration on the D1 Application Form.
- Requirements regarding DVLA medical A-Z list of health conditions.
- What additional forms may DVLA require to be completed?
- How can ADIs check a new pupil's medical conditions and get confirmation that DVLA have been notified?

Course content: DVSA requirements

- Special needs and the theory test.
- What additional support is available and how do you book it?
- Special needs and the practical test.
- What needs to be notified and how should you do this?
- What accommodations are permitted for the practical test?
- Disability tests – what is a 'double slot' test, when is it needed and how is it booked?
- Should additional needs be discussed with LDTM and the nominated examiner?
- What additional paperwork does the examiner need to complete?
- Understanding driving licence restriction codes.

Course content: information sheets

- DDI Health declaration checklist.
- Special needs and the theory test – what help is available and how do you book it.
- Special needs accommodations for the practical test advice to ADIs. More detailed information is available covering the following:
 - Special needs accommodations for candidates with learning difficulties & developmental conditions when booking and taking the practical driving test.
 - Special needs accommodations for deaf candidates booking and taking the practical test.
 - Special needs accommodations for physically disabled candidates booking and taking a practical driving test.
- DVSA deaf candidate support pack.
- Restriction codes explained.

Specific educational needs

Unit 1: Introduction to the role of the SEN instructor

Presenter

Lee Pollard.

Duration

Two hours.

Aim

To help ADIs gain knowledge of how the role of a SEN instructor is different to the role of other ADIs.

Objectives

By the end of this presentation you should:

- Understand what neurodiversity is.
- Understand what a specific educational need is.
- Understand what a learning disability is.
- Understand what a learning difficulty is.
- Understand what a neurodevelopment disorder is.
- Understand who diagnoses specific educational needs.
- Understand how ADIs interact with health care professionals.
- Understand the boundaries between the roles of an ADI and health care professionals.
- Understand what questions to ask health care professionals, pupils or pupils' parents before a pupil begins lessons.
- Understand how to do a driving assessment.
- Understand where to get help if you are struggling to teach a pupil.
- Understand what help is available on the theory test.
- Understand what concessions are allowed on the practical test.

Course content

- Specialist ADIs.
- Terminology.
- First contact situation.
- Health care professionals.
- Assessments.
- Independent driving.
- Getting help when struggling.
- Case study.
- Special needs and the theory test.
- Special needs and the practical test.

Unit 2: Theoretical guide to neurodiversity part 1

Presenter

Gary Gough-Pugh (BSc).

Duration

Two hours.

Aim

To further develop an ADIs knowledge of specific educational needs.

Objectives

By the end of this presentation you should:

- Understand more about dyslexia and dyspraxia.
- Understand how they affect someone.
- Understand how you can help someone, who has them.
- Understand what to expect in the car on lessons.

Course content

- Introduction.
- Dyslexia.
- Dyspraxia.
- Summary.

Unit 3: Theoretical guide to neurodiversity part 2

Presenter

Gary Gough-Pugh (BSc).

Duration

Two hours.

Aim

To further develop an ADIs knowledge of specific educational needs.

Objectives

By the end of this presentation you should:

- Understand more about ADHD and ASD.
- Understand how they affect someone.
- Understand how you can help someone, who has them.
- Understand what to expect in the car on lessons.

Course content

- Introduction.
- Attention deficit hyperactivity disorder (ADHD).
- Autism spectrum disorder (ASD).
- Summary.

Unit 4: Practical guide to neurodiversity

Presenter

Lee Pollard.

Duration

Two hours thirty minutes.

Aim

To develop teaching techniques, that will help when struggling to teach specific educational needs pupils.

Objectives

By the end of this presentation you should:

- Appreciate how to encourage your pupils to ask questions.
- Understand Honey and Mumford learning styles and know how to modify your teaching style to match a pupil's learning style.
- Understand Fleming and Mills learning styles and know how to make your lessons more inclusive.
- Understand how to use mind maps and appreciate why they are useful when teaching SEN pupils.

Course content

- Dealing with learning issues.
- Interesting quotes.
- Learning styles.
- Mind maps.
- Dyslexia.
- Dyscalculia.
- Dyspraxia.
- Attention deficit hyperactivity disorder (ADHD).
- Autism spectrum disorder (ASD).
- Case studies.

Disabilities and medical conditions

Unit 1: Introduction to the role of the mobility instructor

Presenter

Lee Pollard.

Duration

Two hours thirty minutes.

Aim

To help ADIs gain knowledge of how the role of a mobility instructor is different to the role of other ADIs.

Objectives

By the end of this presentation you should:

- Understand the terminology used by mobility instructors.
- Understand how to do a risk assessment before commencing tuition in a pupil's own car.
- Understand how ADIs interact with health care professionals.
- Understand the boundaries between the roles of an ADI and health care professionals.
- Understand what questions to ask health care professionals, pupils or pupils' parents before a pupil begins lessons.
- Understand how to do a driving assessment.
- Understand what is involved in a Driving Mobility assessment.
- Understand what is involved in a DVLA appraisal.
- Understand where to get help if you are struggling to teach a pupil.
- Appreciate that some pupils are not able to drive a car and need to surrender their licence.
- Understand what help is available on the theory test.
- Understand what concessions are allowed on the practical test.

Course content

- Specialist ADIs.
- Terminology.
- Teaching with adaptations.
- First contact situation.
- Health care professionals.
- Assessments.
- Independent driving.
- Getting help when struggling.
- Case study.
- Special needs and the theory test.
- Special needs and the practical test.

Unit 2: Adaptations

Presenter

Lee Pollard.

Duration

Two hours thirty minutes.

Aims

To provide ADIs with knowledge of car adaptations and how to teach with them.

Objectives

By the end of this presentation you should:

- Appreciate why automatic cars are beneficial to disabled drivers.
- Gain knowledge of the basic adaptations ADIs have and which disabilities they are suitable for.
- Gain knowledge of other more specialised adaptations and which disabilities they are suitable for.
- Understand how disabled people transfer between a wheelchair and car.

Course content

- Introduction (manual car or automatic car?).
- How do I drive if I can't use my legs?
- How do I drive if I can't use my left arm?
- How do I drive if I can't use my right arm?
- How do I drive if I can't use an arm?
- How do I drive if I can't use my left leg?
- How do I drive if I can't use my right leg?
- How do I drive if I have restricted movement in my legs?
- High tech controls.
- How do I drive if my legs are short?
- How do I drive if I can't turn my neck?
- How do I drive if I can't use the handbrake?
- How do I drive if I can't use the gearstick?
- Wheelchair and car transfer.
- Basic ADI adaptations.

Unit 3: Diverse medical conditions – different medical conditions ADIs may come across

Presenter

John Rogers

Duration

Two hours.

Aims

To provide ADIs with knowledge of about common disabilities and medical conditions.

Objectives

By the end of this presentation you should:

- Understand how different medical conditions may affect the different 'medical systems':
 - Physical.
 - Neurological.
 - Visual.
 - Cognitive.
- Be aware of the more common medical conditions and understand how these fit in to the different 'systems' and categories.

Course content

- The medical systems apply to different common medical conditions:
 - Physical.
 - Neurological.
 - Visual.
 - Cognitive.
- Dwarfism.
- Limb absence.
- Spina Bifida.
- Cerebral palsy.
- Dyspraxia.
- Spinal cord injury.
- Stroke.
- Traumatic Brain Injury (TBI).
- Arthritis.

Unit 4: Diverse medical conditions – teaching pupils with these medical conditions

Presenter

John Rogers

Duration

Two hours.

Aims

To help ADIs understand how to teach people with common disabilities and medical conditions.

Objectives

By the end of this presentation you should:

- Appreciate the need to understand and act upon evidence of medical conditions that may be a bar to driving - especially visual issues or the possibility of epileptic seizures.
- Appreciate how more common disabilities and medical conditions affect learning to drive and understand how you can modify your teaching to accommodate this.
- To understand the DVLA 'rules' that apply for these medical conditions and to be able act upon this information to advise clients about their legal responsibilities and the necessary courses of action that should be followed.

Course content

John will explain how the following different types of medical conditions may result in symptoms, or the potential for symptoms to develop, that may impact on the safe control of a motor vehicle. Assuming that the DVLA 'rules' permit tuition to take place, we shall look at specific medical conditions, refer to the different 'medical systems' that apply, look at how these affect learning to drive and explain how you can modify your teaching to accommodate this for:

- Traumatic Brain Injury (TBI).
- Brain injury and epilepsy.
- Types of epileptic seizures.
- Epilepsy and driving.
- Returning to driving or learning to drive for people with epilepsy.
- Brain injury and vision.
- Visual disorders and driving.
- Returning to driving after TBI with a static visual field defect.
- Other visual disorders and driving.
- Dwarfism.
- Limb absence.
- Spina Bifida.
- Cerebral palsy.
- Spinal cord injury.
- Stroke.

Unit 5: Driving licence restriction codes demystified

Presenter

John Rogers

Duration

Two hours and fifteen minutes.

Aims

- Understand what the different restriction codes mean and when they should be used.
- Understand why it is important that the correct codes should be applied to licences.
- Know how to 'advise' DVSA examiners what the correct codes should be and how to intervene to ensure correct codes are applied.

Objectives

By the end of this presentation you should:

- Understand the difference between the administrative code 78 and the adaptation codes 10-43.
- Understand the basic principles of licence coding – that the codes applied should be based on the needs of the client not on what adaptations they have or are perceived to require.
- Understand the importance of not 'over coding'.
- Understand the appropriate codes for different physical restrictions.
- Understand how to interpret the different adaptation codes.
- Recognise the legal implications of the different codes and be prepared to explain this to clients.
- Be able to advise clients how to go about getting restriction codes removed from licences if their condition improve.

Course content

- Demonstration of when the different Special Vehicle Control Codes should be used.
- Explaining who is responsible for deciding what restriction codes should be applied to a driver's licence?
- Ensuring you know why should the ADI check that the examiner has coded the test candidates licence correctly following a test pass?
- What happens if a driver's licence has been revoked but DVLA consider it appropriate for an assessment to be offered to explore fitness to drive? Provisional Disability Assessment Licence.
- Case studies to check your understanding.
- Removal of restriction codes if condition improves and adaptation no longer needed.
- Driving Mobility licence coding video.

Unit 6: Training at a driving mobility centre

Location

The Regional Driving Assessment Centre (RDAC),
Patricks Farm,
Meriden Road,
Hampton in Arden,
Birmingham,
B92 0LT.

[Click here to visit their website](#)

Notes

This unit has been organised by John Rogers. It is a one day course from 10am to 4pm. The day will be divided up into two sessions: an in car session and a classroom session.

Trainers for the in car session

Disability Driving Instructors board members and driving mobility assessment centre staff.

Duration for the in car session

Two hours thirty minutes.

Aim of the in car session

To provide ADIs with the opportunity to drive cars with a wide variety of adaptations and get advice from experienced mobility instructors and driving mobility assessment centre staff on how to teach pupils, that drive with them.

Objectives for the in car session

By the end of the day you have driven cars using:

- A combined accelerator/brake/signal lever and a steering ball.
- Lodgesons mini secondary control keypad.
- Under-ring accelerator and brake lever.
- Over-ring accelerator and brake lever.
- Ghost-ring accelerator and brake lever.
- A steering ball and transfer arms and extension arms.
- A left foot gas pedal. (Only in a quiet car park).
- Lodgesons steering ball with secondary control keypad.
- Lodgesons bleeper system.
- Hi-tech controls.

You should also have seen other controls and how they attach:

- Pedal extensions and false floor.
- Panoramic mirror and blindspot mirrors.
- Handbrake easy release lever.
- Gearstick easy release lever.

Presenter for the classroom session

- John Rogers and driving mobility assessment centre staff.

Duration for the classroom session

- Two hours 30 minutes.

Objectives for the classroom session

By the end of this presentation you should:

- Understand about the different types of Driving Mobility assessments that clients may have undertaken.
- Understand about Drivers Medical Appraisals conducted by DVSA.
- Understand the different licences / driving entitlement that clients may have: Provisional, Normal full, Restricted full, Section 88 or PDAL.
- Understand the different types of medical condition: Physical disability, acquired cognitive condition, progressive cognitive condition or vision issues.
- Understand the different types of tuition that may be required: Refresher tuition (before DM assessment or DVSA Appraisal), Remedial tuition (following a DM assessment), Familiarisation tuition (if new method of control or adaptations is required).
- Understand the various cognitive test that pupils and clients being assessed undertake.

Course content for the classroom session

1. **Refresher tuition** (before a DM assessment): (This may require the ADI to screen the client's medical condition, assess their physical ability to operate the standard/adapted controls and assess their general driving ability before starting tuition if the assessment centre staff have not yet have seen the client in person or if they have not yet assessed their driving.).
2. **Refresher tuition** (before a DVSA Driving Appraisal): (Similar refresher tuition may be requested by a client who has been referred by DVLA for an Appraisal conducted by a DVSA examiner. The client may wish to take some refresher lessons before the appraisal to up-skill their driving and ensure their driving ability meets the standards required by the examiner). If the ADI needs to discuss the appraisal they should contact the LDTM
3. **Remedial tuition** (to work on problems highlighted during assessment): (This type of tuition would be undertaken as a referral from the DM assessment centre, it is vital that this addresses any problems highlighted during the assessment and that the ADI follows the instructions in the letter of referral/assessment report. If problems become apparent during tuition this MUST be discussed with the assessment centre staff before progressing with further tuition).
4. **Familiarisation tuition** (if a new method of control/adaptation is required): (This may be undertaken before the DM assessment if the ADI has the adaptations the client needs. If alternative adaptations need to be tried it may be best to undertake the DM assessment first. Tuition can then be undertaken using the most appropriate controls).
5. **Cognitive tests** (that are undertaken by pupils and clients undergoing assessments).

Unit 7: A day in car with a local mobility instructor

Trainers

Experienced mobility instructor local to the ADI.

Duration

To be arranged with the local instructor, but ideally one day.

Aim

To allow new mobility instructors to make contact with a local experienced mobility instructor, who works in their area, and possibly acquire a mentoring arrangement with them.

Objectives

By the end of the day you should:

- Have seen the experienced mobility instructor teach a few pupils with disabilities and medical conditions.

Sign language

The deaf awareness and sign language course is still being developed.

It will probably be ready in 2023. More information on the units will be released when it's ready.

Further training

Driving assessment and outdoor mobility course (from Oxford Brookes University)

The driving assessment and outdoor mobility course from Oxford Brookes University provides a qualification for employment at Driving Mobility or to gain certification for commercial work elsewhere. The course allows ADIs to work towards a Certificate in Higher Education, a Postgraduate Certificate or a Postgraduate Diploma in Driving Assessment and Outdoor Mobility, with the possibility of continuing onto Masters and Doctoral level study. Certification in 'Driving Assessment and Outdoor Mobility' is essential for all mobility practitioners including Approved Driving Instructors and Occupational Therapists. Study topics include medical conditions, fitness to drive, cognition, vision, assistive technology, driver behaviour and rehabilitation. Studying is possible at either undergraduate or postgraduate level to suit academic backgrounds and to meet professional aspirations.

[Click here to find out more.](#)

The Disability Driving Instructors ADI training programme would provide an excellent foundation anyone wishing to continue on to the above mentioned course.



Meet the presenters

John Rogers



Date became a ADI

1991

Date became a specialist ADI

1991

Higher education

John has been awarded a Professional Certificate in Driving Assessment and Outdoor Mobility by The University of Chester in 2013. John completed the University of Greenwich Level 1 accredited training course: Continuing Professional Development for Practitioners in the field of Mobility Impairments in 2002.

Teacher training qualifications

Currently studying for City and Guilds Level 3 Award in Education and Training.

Experience and specialist field

John's specialist area is physical disabilities, medical conditions and specific educational needs. He has taught pupils to drive with most of the adaptations available for use on cars. He also has experience of teaching most SENs, most medical conditions and most disabilities. John is the founder of DDI and a director of it. John liaises with the DVSA and DVLA on driving matters relevant to drivers with disabilities, medical conditions and specific educational needs John represents DDI giving advice and opinions on issues relevant to the drivers listed above. John also worked as a Driving Assessor for 17 years at Derby DrivAbility, a Driving Mobility Assessment Centre. John also served two terms as a Driving Mobility Board Member.

Lee Pollard



Date became a ADI

1998

Date became a specialist ADI

1999

Teacher training qualifications

City and Guilds Level 3 Award in Education and Training.

Driving school

<http://www.automaticandmobilityinstruction.co.uk>

Experience and specialist area

Lee's specialist area is disabilities, medical conditions and specific educational needs. He has taught pupils to drive with most of the adaptations available for use on cars. He also has experience of teaching most SENs, most medical conditions and most disabilities. He is a director of DDI and the organiser of the DDI ADI training programme. He also is the author of the popular DDI theory test advice booklet.

Gary Gough-Pugh BSc



Date became a ADI

2001

Date became a specialist ADI

2010

Higher education

Industrial Biology BSc (Hon)
Associate British Pharmaceutical Industry
Sales and Marketing Management Dip

Teacher training qualifications

PTLLS Level 4
Revolutions Trainer
DIA Trainer (Neurodiversity)

Driving school

<https://www.nogears-nofears.com/automatic-driving-lessons-worcester.html>

Experience and specialist field

Gary says 'he guesses he has a little more patience than most?' Since beginning his career as an Adi in 2001 he's had pupils come to him with various hidden disabilities. They all went away with a pass and told their friends and family with similar extra needs. And so his business grew until suddenly it was full with pupils who were struggling to pass their test! As he was committed to helping them he felt the need to further understand the 'why' and 'how' he could make the difference. He began specialising in ADHD and Autism. This worked to a point but he soon discovered there's still more to learn! Pupils with hidden disabilities often have a spectrum of co-morbidities that effect their physical and mental ability to pass the test. Anxiety, depression, panic disorders, bi-polar disorder, opposition defiant disorder were high on the list of many.

In 2013 he was asked to help with Julia Malkin's Revolutions Course and later by the DIA to design and present a course on Neurodiversity. He now presents units on Neurodiversity and Anxiety for The Disability Driving Instructors Association. Gary is also a director of DDI.

Elaine Dienn



Date became a ADI

2014

Date became a specialist ADI

2014

Driving school

www.bensonsom.com

Experience and specialist field

Elaine's specialist area is disabilities, medical conditions and specific educational needs. She has taught pupils to drive with most of the adaptations available for use on cars. She also has experience of teaching most SENs, most medical conditions and most disabilities. Elaine is particularly skilled at meeting the physiological needs of her pupils and has lots of experience teaching pupils with anxiety and phobias. She is also a director of DDI.

Costa Christou BSc



Date became a ADI

January 2007

Date became a specialist ADI

March 2008

Higher education

Business Information Technology BSc (Hon)

Teacher training qualifications

Costa is currently training for Level 6 in BSL.
Costa is qualified to teach BSL Level 1 & 2

Driving school

www.bsldrivingschool.co.uk

www.bsltheorytest.co.uk

Experience and specialist field

Costa's specialist area is teaching Deaf and Hard of Hearing learners, both the theory test and to drive using British Sign Language. He has been teaching Deaf people to drive since 2008 and in 2018 opened up BSL Driving School, which is a driving school exclusive to Deaf and Hard of Hearing people. He is currently studying Level 6 in British Sign Language, which will make him a qualified British Sign Language interpreter. His current British Sign Language qualification allows him to teach British Sign Language to levels 1 and 2.

Micheal Gambin



Date became a ADI

2006

Date became a specialist ADI

2008

Driving school

<https://www.numerouno1.co.uk/>

Experience and specialist field

Mikes's specialist area is disabilities, medical conditions and specific educational needs. He has taught pupils to drive with most of the adaptations available for use on cars. He also has experience of teaching most SENs, most medical conditions and most disabilities. Mike works as a driving assessor at Herts Ability a driving mobility assessment centre.