

The Fragile X Society

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Starting School - Planning and Preparing Ewan for Primary 1 in a mainstream school

by Liz Henderson, mother of Ewan and Harry

Introduction

I want you to imagine a scenario - your heart is racing, hands sweating, adrenalin pumping, legs shaking and you just want to disappear. We've all been in that situation. I'm in it now! Multiply that by what ever you can imagine and you've got what our little children feel going into a new place or a room full of people or their first day at school.

They might dive to the floor or have a full melt down because they just don't know what to do. So we didn't just say to Ewan, "Off you go, there's your new school and by the way there are 27 others in the class so plenty people to meet." He would have had a fit, a full meltdown! We had to plan to make it as easy as possible for him and for everyone looking after him.

For about the first month he would climb the steps without any problem but when he got to the top he couldn't actually go through the door - it was just too much for him! So what he would do is bend over double, turn round and reverse in, bottom first!!

Our family

Stu and I have three little people, Ewan, Harry and Tessa. Both the boys have fragile X and are both affected with some of the classic things associated with it. Some of their traits are the same but they are totally different characters from each other.

Ewan's life revolves around fictional characters and at the moment it's Brother Bear and Manny from Ice Age. He takes these characters everywhere with him - like the bath, the garden, shopping, school, and introduces them to everything he passes, speaking to them and saying "Look BB, there's a wall - would you like to sit on it?". I'm not talking about the cuddly toy version of Brother Bear I'm talking about a DVD case of them.

We have a constant problem because he pulls the cover out of the case and it eventually gets destroyed so I spend my life printing new BB video or DVD covers for him!

Ewan has lots of repetitive behaviours - he watches these videos/DVD's over and over again, not the full film but the same bit over and over on 'Rewind'. He's usually in his own world with his fictional characters. He loves computers, the internet, his playstation - he can be in total control of all three at the same time and has an inbuilt radar which seems to inform him of anyone interfering with HIS controls. Tessa is often the culprit! Life is extremely happy for Ewan but it's not the world as we know it. He'd love Disney World!

Harry on the other hand has no interest in the computer or the playstation and only likes small amounts of telly. He plays with Tessa a lot. Both boys like playing in the park and Ewan loves trampolines. Harry is not so keen.

Character-wise Ewan prefers to watch and be on the periphery of the action. He is not worried about whether he is included or not, while Harry likes to be in the absolute thick of things and always wants to be included in everything. They are both extremely loving and affectionate - Ewan probably inappropriately so at times. I quite often sit through the school carol concerts or plays with Ewan sitting on his auxiliary's knee kissing her!

Ewan hates moving from an activity he is enjoying to something else! This is probably the biggest problem we have with him, transitioning - which often equals melt down. Harry will willingly move from one activity to another - or as willingly as any other four year old would.

Even their speech is different from each other. Ewan has speech, albeit limited but the speech he has is clear. He tends to talk in learnt sentences like "I want to go to the park" or "I want the telly on please", but he will not expand on these phrases a lot. He is getting better and he will sometimes have a conversation with you especially if it is something he is interested in. He tends to talk about what is stuck in his head or what he is obsessed by at the time. He won't talk so much about what is round about him or what he's been doing. He talks to himself a lot or to his characters. He also makes funny or strange noises and squeals, which Harry doesn't do. He has totally selective hearing and this can be extremely frustrating.

Harry's speech is very different from Ewan's as it is more natural. Although he isn't particularly clear he is spontaneous and instead of saying the same thing only one way he can say it in different versions off the top of his head. Again unlike Ewan, Harry is full of stories. He wants to tell us who he's played with, who hit him, what he did, how he got a bruise (and there are a lot of those!), who is coming for lunch, who is going to the park. So he is the opposite in that he talks about what is going on around him. He's firmly on this planet and not in his own little world. He is saying new things all the time and he constantly surprises me. He has conversations and listens then responds. His speech is still delayed but it is following a more normal pattern than Ewan's. One of our biggest problems with Harry is that he is so friendly and wants very much to be involved in everything that he is in everyone's faces. He greets his friends often very loudly and is too overpowering and he just doesn't see the fine social cues that others do. He has no idea of personal space.

Harry is constantly busy, he can't relax, he's always on the go, he's a very helpful boy. If you're out and about with Harry he'll say hello to everyone and if they don't respond he'll say it louder, shouting at them "Hey boy" or "Hey man" until he gets a response!

Choosing a school

We started planning for Primary 1 about a year in advance of Ewan starting school. My first step was to look at all the various schools around. I had the help of the Pre-school Home Advisory Service which are a service that work with families who have children with additional needs up to the age of five. They organised school visits, co-ordinated meetings, made up a working document stating where Harry and Ewan are and targets in all areas, likes and dislikes, how to deal with undesirable behaviours etc. so that we are all doing the same thing - for instance, when Ewan squeals, we all tell him to stop and put our hand on his shoulder. We call this document

the Fife Summary of Intervention but it's called different things in different areas. At the moment, the FSI is being replaced by the Integrated Support Plan.

They also make up the boy's passports. These passports are excellent – anywhere where you have to try to tell someone new what the boys are like all in the space of about two seconds! They have everything about the boys in them and are so handy whenever you need to tell someone new all about the boys. I invariably forget something, for instance starting swimming classes or Beavers or Riding for the Disabled. These Passports only go up to age five with us but I'm sure they go further in other areas of the country. Actually Fife is doing a pilot scheme at the moment with various organizations involved and the aim is that all children and adults with communication difficulties will have one of these passports.

So I went to see our catchment schools which were the special school, the department of special education school (DSE) and our local mainstream school. I spoke to as many teachers as possible. Our decision wasn't difficult in the end and was based on the overall positive experience we always got when we visited our local school, and also my wish to see Ewan in our local school if at all possible. Although we chose our local mainstream primary for Ewan I think that it's really important to emphasise that there are many mainstream primary schools that would not be right for him and I feel very fortunate that Limekilns is our catchment school.

It is a village school with around 160 children. Ewan's primary 1 class started quite large with 27. It is now down to 22 in primary 2 - whether we scared them all away or not I don't know! Stu and I were keen to keep Ewan within our local community if at all possible. The children and parents all around us know Ewan and Harry and I feel that makes life easier for me and I think it is very important that everyone does know why their speech isn't very good and why they are the way they are. The boys were also learning so much socially and verbally from their peers that this in itself was a major reason for choosing mainstream although I obviously had my worries and reservations. I think my three biggest worries about putting Ewan into mainstream were potential bullying, negative staff attitudes towards inclusion and, I suppose with that, an unwillingness to learn and also lack of experience in dealing with a child like Ewan. However that was before we started the whole process.

On the one hand if we'd chosen special education Ewan wouldn't have always been at the bottom of the class but at this stage I wasn't sure whether he realized that he was any different from the rest anyway. In special ed there are qualified teachers with experience of kids like Ewan and how to deal with him as well as what and how to teach him. He would also be safe from potential peer bullying.

On the other hand by choosing mainstream he would remain with the same children that he'd started with in playgroup two years earlier. He would continue to copy and learn from positive role models and that is a major way that both Ewan and Harry learn. He would know everyone and not become isolated from others in the village and they in turn would know and learn about him, and I think that it's important for people to learn and be exposed to all differences so they can gain something from it also. I wanted the other children to learn about disability and fragile X and be involved with it. I also feel when looking at inclusion from a more global, long-term perspective that as more children with additional needs are seen in or around our community then differences become more understood and ultimately more accepted. It is a slow process though.

I am a school teacher myself so I knew exactly what I was asking by wanting to have a successful placement within mainstream. If Ewan had been born in my generation or even ten years earlier than now, he would not have been in mainstream. But I know from being a teacher myself that it could be possible but would take a lot of effort on the school's behalf. I was a bit worried in case they didn't want to make that effort but I have to say in our case this worry was unfounded.

The thing that I felt was essential was that the school was on the same side as me and wanted to make a go of this placement. All the laws in the world about inclusion could be there but if the actual staff and Head were not interested then I know the task would have been so much harder and we would have been battling the whole way - and with a boy like Ewan it just wouldn't have worked. There were so many things that needed to be considered when including Ewan in mainstream that those involved just had to be on side with us. We knew it would take loads of energy and imagination from the adults involved, the teachers and the auxiliaries. Now that he has started, this placement is not taken for granted, it is taken one term at a time. Ewan's head teacher said to me a couple of weeks ago, "Just as you think you've cracked it, something else happens and you have to review everything again". So it really is an ongoing thing.

Starting School

Once we had decided that Limekilns was the school for Ewan we started to plan for the eventual transition from nursery into primary 1. As far as Ewan was concerned, he went on various visits to primary 1, walks around the school, he met all the adults lots of times and school made up a folder with photos of every adult in the school in it just to make Ewan feel at home. We had various meetings with all involved.

We decided to have two auxiliaries as we felt that Ewan would benefit from not having the same person with him all day and the same for the auxiliaries as they would benefit from not having Ewan all day! It's not an easy job! One of them had been with Ewan in Nursery and obviously had a different relationship with him where the environment is child led; so the Head felt that in Primary 1 she would be suited to afternoons where the curriculum is more relaxed as that was what Ewan was used to with her. But Ewan got a new auxiliary in the morning.

I also decided to get a Record of Needs set up for him to cover all areas just in case we needed it! We are now in the process of transferring his Record of Needs to the new Co-Ordinated Support Plan which is going smoothly so far, albeit rather slowly. We have a once a term meeting, which deals with progress, problems and planning for the next term including the targets in all the areas.

The head teacher applied for full time auxiliary support and as in most areas of the country was not awarded what she asked for! I think it's around the 50% mark. Ewan needs full time, not 50%, and without it his placement would have failed, end of story. The head teacher has another budget that she can use for anything, and she chooses to use it for auxiliary support. It is also a very resourceful school and the way she manages her staff allocation means that Ewan did have 1:1 all of the time. He now doesn't have adult support at break times but has older children support, which again works really well.

Some good friends of ours have two daughters, one of whom was in Primary 7 when Ewan was in Primary 1. Before Ewan started in P1 this girl Rachel actually went and asked the Head if she

could buddy Ewan when he started and that's how the buddying system started in school. She was a great influence on the other children as she looked after Ewan and showed him in a positive light. He absolutely adored her and loved all the attention from her and her friends. I even had children coming up to me at the village gala and when I was out and about, saying how lucky Rachel was to be Ewan's buddy!

Ewan's popularity still amazes me. He has a special relationship with one of the other boys in the class and his morning auxiliary was telling me that Ewan is now instigating mischief with him, which in normal circumstances I wouldn't be too pleased about but I'm quite pleased as it shows that he is comfortable with this other boy.

The Curriculum

We looked at the curriculum and decided that Ewan would start doing the same things as the rest of the class. It was difficult to gauge what he could and couldn't manage. As the first term passed it became clear that Ewan's maths and language had to be adapted and geared to his individual level, for instance the number workbooks and sheets used for Primary 1 level are just too busy and have too much on the page for Ewan to deal with. He now has simplified versions. He had his own reading books made up for him with photographs of Ewan and next to him pictures of 'Clifford – the big red dog' doing various things like Clifford can jump, Ewan can jump. Both boys are really visual and love photos and books and actions. They made cards with individual words and Ewan matched these words in his book. Ewan's Primary 1 teacher used a multi-sensory approach to learning sounds which has been wonderful for Ewan as attached to all the letters are pictures and an action. Ewan learnt his initial sounds very quickly with the rest of his class but he has not used this phonic knowledge to build words. So he learnt all the letters of the alphabet but found the next step of blending letters difficult. He has an excellent visual memory and uses this to quickly recognize and assimilate vocabulary. He enjoys playing posting games with words and his auxiliaries say them in different tones of voice to aid memory.

Ewan is progressing well with the Storyworld reading scheme and is now about halfway through Stage 2. This scheme has lots of common words so he is learning these in the context of stories. They use word walls and individual word cards and play all kinds of games. He is now at the stage that when they start a new reading book, or if he is looking at a story book, he can identify words that he knows. He is very enthusiastic about reading. In the early days he found it quite difficult to 'move on' to a new book but now he enjoys this and enjoys revisiting his previous ones.

The head teacher takes Ewan for half an hour each morning using multi-sensory ways of developing his writing and they have used lots of different strategies to develop his skills in this area. His fine motor control needs a lot of work, so they have done lots of making patterns in paint and craftwork, as well as using all kinds of pens and pencils. In the early days they say they focused perhaps too much on letters and 'writing'. They make 'shared pictures' where they each do part of a drawing. This also gives Ewan scaffolding: someone to copy. He can write his own name. He can colour between the lines and this continues to improve.

As Ewan's reading has developed, they have worked on making the connection between reading and writing. They have used their own version of the 'breakthrough' approach, where they use individual word cards to make sentences in a writing jotter. Ewan then copies these with varying

degrees of 'hand over hand' support. Ewan enjoys trying out writing different letters and numbers and his progress in this area is steady.

Ewan is sometimes reluctant to persevere with work as you can imagine; it just depends what mood he's in! So if he's not going to do written stuff at the desk then his auxiliary will take him and another boy outside to do their numbers. She is very inventive and makes up number games from the playground markings, like 'What's the time Mr. Wolf' and lots of little games that Ewan loves and of course he's learning from as well.

In Primary 1, Ewan had a screened off area from the rest of the class where he was able to concentrate to carry out items of work. He also had a large comfy chair to sit/sleep on in the reading area of the classroom. These areas were available for all the children to access and use in the same manner. The classroom itself had CDs hanging from the washing lines, coloured water bottles at the window and a disco ball for some sensory awareness. There were various sensory games in the classroom to be used in conjunction with all the children's learning.

Sensory Integration

Ewan has a Sensory Integration programme, which has been made up by his physiotherapist. The physio that the boys were under when they were smaller has training in sensory integration (SI). Ewan's auxiliaries have been taught how to deliver it and can sometimes be seen rolling on the floor or going through hoops! Ewan has a daily session in the gym following the various instructions or copying his leader. SI is something that I have read a bit about and because our children have so many sensory issues, like not liking being touched or a dislike of loud noises, or difficulty following a sequence of instructions, they have all these jumbled up messages in their brains and sensory integration can really help in a lot of areas. The school has also invested in space-hoppers which are great for Ewan's sensory development and are much enjoyed by all children.

We have also recently started using a programme of exercises from the Institute for Neuro-Psychological Psychology (INPP)* which is not the same as SI but is connected to it. I can't yet comment on its effectiveness but I do know of another little boy with fragile X who has been doing these exercises for a year and his mum says they have helped in a number of areas. Ewan also does these INPP exercises at school and if he doesn't manage at school we do them at home and at the weekends

* INPP was established by Peter Blythe PhD (Psychologist) in 1975 to investigate the links between physical development and problems with reading, writing, spelling, coordination and behaviour. For more information visit www.inpp.org.uk

What do we tell the other children?

Another really important area, which we discussed prior to Ewan starting in Primary 1 was what, if anything, should the rest of the children be told about Ewan and fragile X. As I've already said, bullying was one of my major worries. I remember at the beginning thinking do we keep quiet, let Ewan start school and wait to see what happens, then if or when something does, deal with it then. Or take the other route and tell the children about Ewan and fragile X and risk exposing Ewan to potential problems that way. Limekilns School doesn't have many children with significant additional needs so the planning of this area was even more important than it might

have been elsewhere. We came to the conclusion that the older children in the school should be told about Ewan and fragile X, how this may affect him, what he is like, why he acts the way he does at times and how they can help him in various situations. The head teacher put disability and fragile X into the PSE curriculum and the older children had a number of lessons all about Ewan! Quite a few children already knew Ewan from outside school and this helped a lot. I think that if children are kept informed and told about things and made to be involved and useful they are much more accepting. So far things are going well in this area and the children are really good with Ewan in school. When we walk to school in the morning everyone says hello to Ewan and they don't seem too bothered when he sometimes ignores them! It also works the other way though: Ewan can be very friendly towards others and simply by taking another child's hand to walk up the road makes their day; they enjoy playing with him.

The 'Buddying' system has been a great success for Ewan. He is picked up by an older child when the bell goes so that he doesn't go walk-about! I have had comments like 'Ewan's cool', they have a game called Ewan-tig - what that is I really don't know but I've investigated far enough to know that it's not malicious and good fun for all including Ewan. When we arrive at school in the morning he often has a fan club waiting for him and they are fine when he sometimes tells them to go away and leave him alone and I think that this is probably because they have been taught that Ewan may act in unconventional ways. It is such a difficult area to know what to do best because some children just by their nature are not tolerant of others' differences but I suppose we are lucky in this case because at least the adults in the school have come to this with an open mind and children will always follow adults to a certain extent. Also Limekilns has a very caring ethos and you don't get that in all schools. I'm sure though that we have gone about this in the correct way.

Communication

Ewan continues to use Picture Exchange Communication cards (PECS) to help him ask for things although not as much as he used to, and the speech therapist continues to give some input and help to school. My feeling on speech therapy is certainly to have all the resources like symbols and little visual cues in place not just to say "well he got his half hour this week - that's his speech therapy done", but also to make sure that everyone dealing with Ewan and Harry are trained in what we're trying to teach them at any particular time, speak on their level and all work towards the same goal. So the speech therapist is more of a teacher to all of us and a setter of the programme and therapy is ongoing every minute of the day and doesn't just start and stop when the speech therapist is in. However, now that Ewan has, and I quote "everything in place at school and at home, the service can't offer any more so he has been discharged from speech therapy". I am not a speech therapist and no-one in the school is a speech therapist so how do we know when he needs a review, when he should go onto the next stage, what he should be working towards next... the list goes on. However, the school or I can ask for him to be seen at any time so that's what the head teacher is going to do on a regular basis for the time being while I look into this lack of speech therapy from a legal point of view.

Ewan's school have purchased Boardmaker which is the computer programme that generates the pictures in PECS. These various symbols can be put around the classrooms, in the corridors, outside, Ewan can carry a few on a keyring if he needs them or his auxiliaries and teachers can carry some. They are used for his visual timetable and his timetable is photocopied every day for us so that we can discuss with him what he has done during the day. If we didn't get this we

wouldn't have a clue what he's done or what mood he's been in; so the timetable is fantastic. These symbols can be used by any of the children. We've also taken photos of various things like our toilet, laminated them and put velcro on the back and they are also used like the boardmaker symbols.

In-Service Training

Another bit of preparation, which Stu and I did, was an in-service training afternoon with all of the staff in the school prior to Ewan starting. We were able to talk about fragile X, about what Ewan is like, what makes him tick and any potential problem areas. That was a chance for me to highlight one of my real concern areas - attitudes of staff towards inclusion. I didn't know all of the individual teachers within the school but I did know Ewan's Primary 1 teacher-to-be, his two auxiliaries and the head teacher and they were all firmly on our side. Everyone has their own views on inclusion but what I said was that before I had the boys my attitude to some children that I taught was, "Why is he in this school? He would get better teaching by specialist teachers". I'd never thought about the other things that are so important to children like Ewan such as the socialization and the learning from peers that is such an important aspect of their learning and character building that teaching is actually not the be all and end all. From the teachers' point of view though, they would have to have the patience of saints to deal with all that comes with Ewan! To date everyone has been really positive and there has been a smooth transition to Primary 2.

We also give school all the Fragile X Society's publications, newsletters, books, videos etc. I don't know whether they read them or not but they are available for reference!

Transitioning

The area which we predicted might be problematic and I think probably has been most troublesome is 'transitioning' or moving from one activity to another. Ewan can be rather moody and reluctant to do something when he doesn't want to and his auxiliaries, teacher and head teacher continue to try new approaches to try to minimize the likelihood of a meltdown. Approaches used are careful planning and choice of activity and looking at what activity suits what part of the day best and also by trying different approaches to manage unavoidable meltdowns like diversionary tactics or countdown systems which warn Ewan that he's changing activity. Ewan needs to be treated very firmly and know that he can't get away with undesirable behaviour. But also everyone around him has 'learnt on the job' and realized that there is no way that Ewan will adapt fully to the boundaries of school and that school has to adapt to him. The fact that they are willing to make adaptations is just so important. So for instance Ewan used to hate assembly on Fridays: too busy and too much. So he has had a gradual introduction to it over the years. When Ewan began school he found lunchtimes a frustrating period and would often need lots of reassurance and comforting. Focusing on the unsettled period, Ewan's lunch routine was changed, so he went to lunch early on his own with a few adults, ordered his own lunch and ate it quietly and happily. Gradually different peers from his class were chosen to join him, then he chose who he wanted. This led to him going at the same time as primary 1 and 2, then later he was able to wait in the line for his lunch. In primary 1 Ewan returned to the classroom after lunch to rest with his auxiliary, doing some quiet reading and some speech therapy. Gradually time in the classroom lessened and time outside increased. Now Ewan leaves the dinner hall and gets ready to go outside independently. Now in P2 he copes well with the lunch time routine and follows his peers in the line. He now goes at the same time as the others and this was introduced

gradually. They noticed a pattern emerging that Ewan was getting tired at 11 o'clock after break, which is when his number time was. Surprise, surprise! So they now give him quiet time in the head's office and he does his reading then. Maths is in another part of the day. Ewan now has an individual timetable, whereby he has two sessions of exercises intermittent during the morning. He enjoys Busy Start with the rest of his class. The headteacher's office has been adapted so that Ewan can use it with either the headteacher or one of his auxiliaries and another peer to work with minimal distraction. Because school have been willing to adapt and learn how to deal with Ewan one of my major concerns has not really been an issue. If school hadn't been willing to learn how to deal with Ewan then they wouldn't have been sympathetic to his needs, this would have in turn made Ewan very unhappy which would have given frequent tantrums and school saying they couldn't deal with his behaviour. So it really is a matter of us all working together to make a success of this placement.

Outreach from a local Special School

Another area of help that the school has accessed is from one of the local special schools. They are doing an 'outreach programme' to help mainstream schools who have children with additional needs. A lady who is a teacher in this special school initially came out to meet Ewan, observe and then give his teachers suggestions about anything in any area like curriculum, speech aids, behaviour issues, sensory suggestions and any other matters that arise. This I think was a great help initially especially with the behaviour side. This lady introduced Ewan and the school to a 'sensory box', which is a box of items with all different textures and feels. For some reason this box has a real calming affect on Ewan. They started by directing him to the box, then suggesting that he go to the box himself, and now sometimes when he is a bit high he can take himself to the box.

Overview

I think when we are planning everything what I'm trying to keep in mind is the overall goals - where do I want Ewan and Harry to be when they are older? I can't totally say what they will be like but I have a fair idea already and what we are trying to do is maximize their potential. The only way they will learn is firstly and most importantly is if they are happy. The only way they are going to be happy is if whatever school situation they are in the school is willing to adapt to their needs and their ways and not the other way round. It's no good if a school says "now all children have to tie their shoe laces, get dressed and undressed by themselves, all by the age of five" or "all children must attend assembly and sit silently throughout". It's not going to happen and lets face it it's not the end of the world if it doesn't happen! Just the other morning I told Ewan to choose a hat on the way out the door, not realizing that there was a Santa hat there! Which one did he choose? The Santa hat! So I had a choice; do I say "No you can't take that one it's only for Christmas" as if he's going to understand that and risk meltdown and grump all the way to school or do I just say, "What the heck, if it makes him happy, and it makes him really happy, then let him wear it!". He wore it all day, he was so pleased, I got lots of comments going in the school gate like, "He's early this year Liz!", but everyone knows Ewan and it doesn't bother them and school didn't mind.

As far as the academic curriculum is concerned I want Ewan and Harry to be able to read and to have basic writing skills, to be able to use a computer and to type and use a wordprocessing package with spell check (spell check would be very useful!) and to be able to do basic arithmetic so that money can be used with some degree of confidence. I do realize that even if they are able

to count and hand over money in a shop and get change it might just be too much or too scary or too exciting to walk into that shop in the first place! Plenty of shopping training needed I think!

The decision to choose a mainstream school I feel has been the right one for us but we are only two years into a very long school career and we don't take anything for granted. The boys have both been given full time auxiliary hours for next year but the Head is hoping Harry won't need the full amount.

Harry

Harry is in nursery at the moment. He's a totally different child and though it seems we haven't done any planning for him, we have - but second time round it is a bit easier. He doesn't have the transitioning issues, which are the biggest problem with Ewan. Harry is a much less complicated child than Ewan. It seems a strange thing to do but because the gap between Harry and his friends isn't as big as Ewan and his friends I'm thinking of deferring Harry for a year. With Ewan it wouldn't have made any difference - he's in his own world and keeping him back wouldn't have done much. But with Harry, I'm trying to put myself in his shoes, which is a very scary prospect! He so wants to be friends with everyone, he wants to speak to his friends in sentences, he wants to do all the activities on offer and knows when he achieves something. I think he is also beginning to see when he can't do things as well as others.

Membership of the Fragile X Society is free to fragile X families and carers living in the UK. The Society also welcomes as associate members those with a professional interest in fragile X and families living outside the UK join as overseas members.

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