

Supporting the achievement of deaf young people on apprenticeships

For apprenticeship training providers



**Our vision is a
world without barriers
for every deaf child.**

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We use the term deaf to refer to all types of hearing loss, from mild to profound. This includes deafness in one ear or temporary hearing loss such as glue ear.

Introduction

Deaf people can work in a wide range of roles and sectors and have many skills and qualities to offer employers. But sadly, unemployment among deaf people is much higher than among non-disabled people¹ because many don't receive the support they need to both find, and remain in employment.

Apprenticeships are a valuable opportunity for many deaf young people to develop the skills, experience and confidence they need at work.

This resource will help apprenticeship training providers to:

- make sure that deaf apprentices have the support they need to make good progress and complete their apprenticeships
- take the reasonable steps required under the Equality Act 2010 (or the Disability Discrimination Act in Northern Ireland) to make sure that deaf apprentices are not treated less favourably than other apprentices.

This resource will also be useful for providers of traineeships, supported internships and Modern Apprenticeships (Scotland).

We use the term 'training provider' to mean any organisation that delivers training for apprentices including independent training providers, further education colleges and higher education institutions.

This resource isn't for apprenticeship employers, unless they have their own training programme. Employers will find our *Breaking the Sound Barrier* resource useful. Available at www.ndcs.org.uk/breakingdownbarriers.



1. Mirza-Davies, J., Brown, J. Briefing paper: *Key statistics on people with disabilities in employment*. December 2016. House of Commons Library. researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7540 (accessed 24 February 2017).

Deafness and its impact

Levels and types of deafness

There are different levels and types of deafness. For example, a deaf young person may have a permanent mild, moderate, severe or profound hearing loss in one or both ears or a temporary hearing loss such as glue ear.

The impact of being deaf will vary from person to person regardless of their level of hearing loss. As with all disabilities, some will be more affected than others and have different support needs. It's therefore important to find out what each apprentice's needs are and what impact their deafness has on their learning.

See page 11 for information on how to assess an apprentice's support needs.

Hearing aids and cochlear implants

Most deaf young people use hearing technology supplied by the NHS such as hearing aids, bone conduction hearing implants or cochlear implants. These are used to improve a deaf young person's access to sound, but it won't give them 'normal' or 'typical' hearing. In particular, a deaf person may not hear speech clearly or hear enough to understand without lip-reading.

Some deaf young people don't use any hearing technology. This can be because it has little or no benefit or because they don't like wearing it, or for other reasons.



Cochlear implant



Hearing aid

Deafness and additional needs

There's a relatively high prevalence of deafness among people who have learning difficulties or other disabilities.² When this happens, there's a risk that the young person's deafness can be overlooked, so it's important to follow the steps outlined in this resource to address the impact of their deafness, so that they can access learning, communicate successfully and socialise.

Impact of deafness on language

Deafness can have a major impact on the development of spoken language as this skill is usually acquired through hearing and vision. Late diagnosis of deafness or a lack of exposure to spoken or signed language during the early years can also lead to delayed literacy skills and language development (spoken or signed). As a result some deaf young people struggle to make sense of what people say and express what they're feeling.

The impact of deafness on a person's language development will also have been influenced by factors such as:

- the age at which they became deaf
- whether deafness was diagnosed early or late
- the support they received from their parents
- the quality of support they received at school
- how well their hearing technology worked and how often they wore it.

The adjustments to teaching and provision of support can help to overcome barriers to learning caused by language delay. See pages 14–23.

Earlier diagnoses and advances in hearing technologies mean that more deaf young people are starting apprenticeships using spoken language (with or without using sign language). However, their language, communication and learning needs may not be immediately obvious as their good speech might hide a lower level of language and literacy.

See page 11 for information on how to assess an apprentice's support needs.

Impact of deafness on social development and wellbeing

Deaf apprentices might find it difficult to socialise with hearing apprentices and staff, particularly if their peers don't know how to communicate with a deaf person. Group conversations can be particularly challenging as it's very easy to lose track of conversation if they are relying on lip-reading and everyone is talking over each other.

See page 23 for guidance on overcoming social barriers.

2. Consortium for Research into Deaf Education. CRIDE report on 2015 survey on educational provision for deaf children: UK summary. www.ndcs.org.uk/professional_support/national_data/cride.html (date accessed 24 February 2017).

Deaf young people can also face barriers to incidental learning, for example, learning through overhearing other people's conversations, which can have an impact on the development of social skills and learning of the norms of behaviour.³ Some deaf apprentices might appreciate guidance from you to understand what their employer would expect of them in certain situations, for example, a meeting.

Deaf young people are more likely to experience mental health issues. These are influenced by factors such as the inclusivity of their family environment, resources at school and the quality of interactions with their peers.⁴

Remploy is an organisation that offers support to apprentices experiencing mental health issues, and their employers. It's funded through Access to Work. For more details visit www.remploy.co.uk/supportingapprentices.



How deaf people communicate

How a deaf person communicates will vary from person to person. Some will use speech and lip-reading only, and others will use British Sign Language (BSL). Some may use speech and sign language together while others might not use speech at all. Sign language users who have learnt spoken language first may use Sign Supported English (SSE) (or Welsh). This is speaking and signing at the same time or signing without speech but in spoken language word order. BSL has a different 'word' order to SSE.

3. Calderon, R., Greenberg, M. T., Social and Emotional Development of Deaf Children: Family, school and program effects. *The Oxford Handbook of Deaf Studies, Language, and Education Volume 1*.177–189. 2011. Oxford University Press, Oxford.

4. Fellingner et al. Mental Health of Deaf People. *The Lancet*. 2012. 379, No. 9820: 1037–1044.

Moving on to an apprenticeship

Extra information for deaf young people

In addition to the information you provide for all prospective apprentices, deaf young people may also be interested in:

- your organisation's experience of training deaf apprentices and the specialist support available to them. If you have no experience of training deaf people before, you might want to highlight your experience in supporting apprentices with other disabilities
- more specific details on the training content and how it's delivered (for example, will there be many small group seminars or one-to-one tutorials?)
- how the learning environment has been adapted to make it accessible to deaf apprentices (see page 21 for examples of adaptations)
- contact information (including email addresses) of the key staff members who will be able to answer their questions about support, course requirements, facilities, etc.
- how they can request communication support for open days and induction days.

Make sure you use plain English (clear, jargon-free language) in all written information. All audio-visual information (online videos, podcasts) should have subtitles. For information on how to subtitle videos go to page 15.



Apprenticeship interview and selection processes

Under the Equality Act 2010⁵ apprenticeship training providers and employers must not unfairly discriminate against disabled people in their recruitment processes.

A deaf person doesn't have to tell a potential employer that they're deaf in their application, but some applicants will let an employer know and tell them what their access needs are, in advance of an interview. This can help an employer make reasonable adjustments for them.

If a deaf person does require communication support, it's the employer's responsibility to ensure that it's in place for an interview and they should liaise with the deaf applicant about their preferred form of support. Communication support can be expensive but funding is available from Access to Work. The deaf applicant can apply for this and then the employer will be reimbursed even if they aren't offered the apprenticeship (see page 25 for more information).

See our resource *Breaking the Sound Barrier* for more information on recruiting and supporting deaf colleagues in the workplace. www.ndcs.org.uk/breakingdownbarriers



5. Equality and Human Rights Commission and Government Equalities Office. *Equality Act 2010: A guidance*. www.gov.uk/guidance/equality-act-2010-guidance (accessed 24 February 2017).

Application forms

Although a deaf young person might hold qualifications in subjects relevant to the apprenticeship they are applying for, they may have lower levels of literacy. This can leave them at a disadvantage when writing personal statements or covering letters as part of their application.

It can be helpful for employers to know about any difficulties a deaf applicant may have when shortlisting. If the role doesn't need a high standard of written language it would be a reasonable adjustment to overlook grammatical errors in a deaf apprentice's application.

Assessing the deaf apprentice's needs

It's up to apprentices to self-declare their deafness. However, some people choose not to tell others that they're deaf for fear of being treated differently, particularly those with good speech. If you suspect that an apprentice has a hearing loss you may wish to encourage disclosure by providing examples of how this has been beneficial for other apprentices who are deaf or have a disability.

After an initial assessment to identify if a deaf apprentice needs extra support to fully access their apprenticeship, you may need to arrange a specialist assessment. This assessment will identify the support the apprentice needs and provide the evidence required to get funding for it. See page 12 for information about funding for additional support needs. In England, a local authority's sensory support service or a college's deaf support team may be able to carry out a specialist assessment. In Northern Ireland and Wales, there are specialist agencies designated by the Government to carry out assessments. See page 12 for more information on funding for additional support needs.

If an apprentice has an up-to-date Education, Health and Care (EHC) plan from their local authority (England) or a Learning and Skills Plan (Wales), there should be information in the plan about the support the apprentice needs. However, most deaf apprentices won't have a plan.

If the apprentice has a ceased EHC plan (England), coordinated support plan (CSP) or Child's Plan (Scotland), or statement of special educational needs (Wales and Northern Ireland) it will give you some information about the support an apprentice used to get, which can be useful for planning their support on their apprenticeship.

Do I need to organise a specialist assessment?

If the answer to any of the following statements is 'yes', and the apprentice agrees to it, then a specialist assessment should be arranged.

- Apprentice has received regular support from Teachers of the Deaf (or similar support) throughout their education.
- Apprentice has an EHC plan (or equivalent) which doesn't provide enough detail about the support needed on the apprenticeship.
- Apprentice needs advice on the technology that might help them to access learning activities (see page 19 for examples).
- You need advice on making sure that qualification assessment processes are fair for the deaf apprentice.

A specialist assessment should include the following.

- An apprentice's self-evaluation of any support needs.
- Detailed consideration of documentation about support from an apprentice's previous education setting (shared with the apprentice's permission).
- The involvement of specialists (i.e. Teacher of the Deaf or equivalent) to share their knowledge of the needs of deaf students.
- Consideration of support/adjustments to meet any specific training requirements such as workplace assessments.

Access to Work assessments

If an apprentice applies to Access to Work (page 25 for more information on the scheme), an assessment is usually arranged where an assessor will visit the apprentice's workplace. It's important to understand that this is an assessment of the needs of an apprentice within the workplace and is not an assessment of their needs in the learning environment. This may mean that two assessments need to take place.

At the time of writing, the Government in England has accepted a recommendation that came out of a Government review to join up Access to Work and additional learning support funding from the Skills Funding Agency. Please note that this has not yet been implemented.

Funding for additional support needs

Funding for additional needs on apprenticeships is split between:

1. Funding from the Department for Work and Pension's Access to Work scheme. For further details on this see page 25.
2. Funding for learning support from the Skills Funding Agency (or the equivalent body in Wales and Northern Ireland). Funding bodies will require a thorough assessment of needs to have been carried out (see below).

England

The Skills Funding Agency (SFA) makes £150 a month available to all apprentices requiring additional support due to a disability. For some apprentices this will be insufficient and they can make an application for additional learning support funding up to a maximum of £19,000. Where this is insufficient, they can apply to exceptional learning support funds.

Northern Ireland

Support and equipment is arranged through one of four approved Disability Support Services and is then paid for by the Northern Ireland Government.

See www.economy-ni.gov.uk/sites/default/files/publications/economy/Apprenticeships-2013-operational-guidelines.pdf for further details.

Scotland

Modern Apprentices and Graduate Level Apprentices with Additional Support Needs (ASN) are eligible for **Access to Work** funding from the Department for Work and Pensions.

Skills Development Scotland doesn't provide funding for learning support. It is the school, college or local authority's responsibility to provide funding for additional support required during training for Foundation Apprentices.

Wales

Additional learning support funding is available from the Welsh Government. A signed letter of endorsement from Careers Wales or a Section 140 assessment is required in order for an apprentice to be eligible for funding.

No funding limits are specified. However, providers are expected to make 'reasonable economies' such as sharing support and negotiating competitive rates for equipment and services. Further details can be found within Welsh Government guidance: gov.wales/docs/dcells/publications/150706-programme-spec-guidance-notes-en.pdf.

Supporting learning

The role of course tutors

Course tutors are required to make reasonable adjustments to their teaching and assessment methods to accommodate the needs of disabled apprentices under the Equality Act 2010.

For deaf apprentices the reasonable adjustments described below may be needed. The different types of support worker and equipment that deaf apprentices might use are described on pages 16–21.

Making sure the apprentice can see you or their interpreter

Many deaf young people rely on lip-reading to understand speech so you should avoid turning your back to a deaf apprentice and make sure that equipment doesn't obstruct their view of your face. Your face should be well-lit – you should avoid standing in front of a window or bright light so that your face isn't in shadow.

When delivering presentations, you should avoid turning the lighting too low so that the apprentice can still lip-read or see their BSL interpreter or lipspeaker clearly. If the lights must be dimmed, using angle-poise lamps will help the student to see you and their support worker.



BSL interpreters should sit or stand near the tutor, where the deaf young person can see them.

Providing materials in advance

It can be very challenging for deaf apprentices to take notes during lectures as they will be focusing on lip-reading or listening to a course tutor. Some apprentices may have notetakers to support them. However, a notetaker or other support workers such as sign language interpreters may not have an in-depth knowledge of the subject being taught. It's therefore important to provide deaf apprentices and their support workers with copies of handouts, slides and notes before a lecture. This helps them prepare effectively for the class and make sure they're familiar with the terminology and jargon that will be used.

Providing subtitled video clips

Make sure that any video clips you show are subtitled as some deaf young people won't be able to follow a video clip without subtitles. If no subtitles are available, you should provide a transcript. Even if they have communication support, a deaf student will often prefer subtitles as interpreters or electronic notetakers may struggle to keep pace with a video and deaf apprentices will have to look away from the screen to follow what's being said.

There's an automatic subtitling function for YouTube videos but these can be full of errors. Make sure you check the quality of subtitles before showing a clip. For information on how to subtitle YouTube videos visit support.google.com/youtube/answer/2734796?hl=en-GB.



Making sure deaf apprentices can take part in group-work

A quiet area is best for group discussion. You should arrange seating so that the deaf young person can see the other apprentices, such as in a circle or horseshoe shape. People should speak one at a time and raise their hand so that the deaf apprentice can identify who's speaking.

Bear in mind that if the apprentice is using communication support there'll be a gap in time between someone speaking and this being communicated to the deaf apprentice, so they may lose the opportunity to take part in the discussion. If you think this is happening you could invite the deaf apprentice to contribute.



Support for deaf apprentices

Deaf apprentices may use the following types of support in the learning environment (all, except Teachers of the Deaf, will be suitable in the workplace).

Notetakers

A deaf apprentice who is concentrating on listening and lip-reading or watching an interpreter will find it very difficult to take notes at the same time. A notetaker provides a written account of what was said in a class, tutorial or meeting. Depending on what the apprentice prefers, the format of the notes can vary from a detailed account to making annotations on class handouts.

Some notetakers will have undertaken specialist training so that they can adapt the language used within their notes to meet the needs of the deaf person.

Electronic notetakers

An electronic notetaker types a non-verbatim transcript of what's being said into a laptop that an apprentice can see, using special software.

If the apprentice requires a word-for-word account of a seminar or meeting then they may use a speech-to-text reporter (otherwise known as a palantypist) who is able to type at the speed of normal speech. This can be provided remotely with the reporter listening in via Skype (or similar software) and the transcript being provided through a web page.



An electronic notetaker supports a deaf young person in class.

Communication support workers (CSW)

A CSW is suitable for deaf apprentices who require more flexible communication support rather than someone with a fixed role such as a BSL interpreter or notetaker. Their tasks might include BSL interpreting, notetaking, prompting and adapting learning materials.

CSWs should ideally have a qualification in providing communication support (e.g. Signature Level 3 Certificate in Communication Support for Deaf Learners).

Where an apprentice's preferred method of communication is sign language, a CSW should have a Level 3 BSL qualification as a minimum.

Sign language interpreters

A sign language interpreter interprets what's said into British Sign Language (BSL) or Sign Supported English (SSE) depending on the deaf person's preference. Their role may involve providing a voice-over, particularly if a deaf person doesn't have clear speech. They may also translate assignments into English.

Interpreters wouldn't normally help a deaf apprentice to complete tasks, provide explanations or advocate for the apprentice. This means their role is very different from that of a communication support worker.

Fully qualified interpreters will have BSL Level 6 (or equivalent) and an interpreting qualification. They should be registered with the National Register of Communication Professionals working with Deaf and Deafblind People (NRCPP) or an equivalent body.



A BSL interpreter signing for a deaf young person.

Lipspeakers

A lipspeaker is trained to repeat what's being said without using their voice and using optimum lip movements that will aid lip-reading. Depending on the needs of the deaf person a lipspeaker may use some basic signs as well.

Language support tutors/Teacher of the Deaf (ToD)

Tutors with a specialism in deafness work in education settings to support deaf students by:

- modifying or explaining the language used in course materials so that it's easier to understand
- giving support in structuring and preparing for assignments
- helping students to develop strategies that overcome barriers to learning
- providing advice about radio aids or other technology.

Technology support

This section has information about types of technology that deaf apprentices can use in learning environments. Do remember that no technology can replace normal hearing, and some apprentices will still need to lip-read you as well as using the technology. For further examples of technology used in the workplace read our resource *Breaking the Sound Barrier*. www.ndcs.org.uk/breakingdownbarriers

Radio aids

Radio aids make it easier for an apprentice to hear their tutor in a classroom or if there is background noise. A radio aid consists of two parts:

- a transmitter worn by the tutor
- a receiver worn by the apprentice.

A radio aid carries your voice directly through radio waves to the apprentice's receiver, which is attached to their hearing aid, bone conduction hearing implant or cochlear implant.

You or the apprentice should seek advice from the company selling the radio aid or a qualified Teacher of the Deaf about which system best suits the needs of the apprentice, and how it should be used and maintained.



A deaf young person using a radio aid during a tutorial.

When using radio aids, you should:

- make sure the transmitter is switched on
- wear the microphone about 15cm from the mouth
- avoid letting the microphone knock against any clothing or jewellery
- avoid standing in a spot where the microphone will pick up a lot of background noise (e.g. next to an open window).

Soundfield system

A soundfield system can make it easier for an apprentice to hear your voice wherever you are in the room. Your voice is transmitted via a microphone to a base station placed within the room. This amplifies and enhances the speech and then broadcasts it from speakers positioned around the room. Portable systems are available which can be moved from classroom to classroom.



A tutor using a soundfield system (the tutor is wearing the microphone).

Loop systems

Loop systems work by reducing background noise. They are not widely used but may be available in some classrooms.

A microphone picks up sound from a person speaking (or a radio or TV) and feeds it to a wire loop running around a room. The apprentice will then switch their hearing aid or cochlear implant to the 'T-setting' so that it picks up sound from the loop.

If your building has a hearing loop, facilities staff should make sure that the systems are switched on and in working order. Portable loop systems are sometimes used at reception desks and can be moved from place to place.

Acoustics and background noise

No technology can replace normal hearing and the acoustics within a building can make it difficult for deaf apprentices to make the best use of their hearing technologies.

You can reduce echo or reverberation by:

- closing doors to noisy areas or corridors
- closing windows to outside noise and closing curtains/blinds if necessary
- making sure hearing and air conditioning systems are regularly maintained so that noise levels aren't too loud
- turning off IT equipment, such as computers when not in use.

For more information visit www.ndcs.org.uk/acoustics.

Access arrangements for assessments

Many deaf apprentices will be entitled to adjustments to exams or coursework so that they are not unfairly disadvantaged in assessments. You should agree any arrangements with the apprentice during the initial assessment. The following access arrangements are available.

Extra time

For exams this is usually 25%. You may also agree extended coursework deadlines if the student requires extra time to be supported with an assignment by a Teacher of the Deaf or CSW. In Scotland the amount of extra time a student is allocated will vary according to their needs.

Adjusted papers

This is when an exam board or a Teacher of the Deaf modifies exam questions so that they are in clear and simple English.

British Sign Language (BSL)

Some apprentices will best understand and answer exam questions using BSL, and may use an interpreter and scribe (someone who writes down what is said) in exams. They could also complete coursework assignments by filming themselves using BSL. 1,000 words is approximate to around 10 minutes of signed work.

Transcripts/live speakers

A student may need a transcript or live speaker (someone reading the transcript) for any listening component to an exam.

Oral language modifiers (OLMs)

OLMs are trained to respond to requests to clarify language used in exam questions. They will not explain any technical terms.

Workplace or end point assessments

Apprenticeship providers are required to make reasonable adjustments to ensure that workplace assessments are accessible. They can only justify not allowing one of the above adjustments if they can argue that it interferes with a competence standard.

In England, those taking apprenticeships under the new standards will be assessed through end of apprenticeship assessments. At the time of writing, few details were available about access arrangements. However, assessment organisations will be required by law to make reasonable adjustments.

English Functional Skills assessments

From spring 2017, British Sign Language qualifications will be accepted as an alternative to English Functional Skills qualifications in England. If an apprentice holds a Signature or iBSL Certificate in British Sign Language they will be exempt from having to pass the Functional Skills qualification in English. The Level 1 certificate will be required for intermediate apprenticeships and Level 2 for advanced apprenticeships.

If an apprentice uses BSL as their main language but doesn't have a BSL qualification the Skills Funding Agency will make funding available so that they can complete the necessary qualification.



Social support

Deaf apprentices are at risk of being socially isolated if their hearing peers lack an understanding of how to communicate with them. It can be difficult for deaf people to take part in group conversations as it's easy to lose track of what's being discussed when trying to lip-read more than one person. In research carried out in Scotland, two-thirds of young people said they had been bullied or isolated because they were deaf.⁶

Many young people will consider their social experience to be an important part of their apprenticeship and deaf apprentices are no exception. You can help facilitate friendships and make sure a deaf apprentice doesn't feel isolated by:

- setting up a 'deaf awareness' session to ensure that other apprentices or colleagues are aware of the deaf young person's needs. Some local sensory support services or deaf charities can provide these. You should ask the deaf apprentice if they'd like to be involved in delivering the training.
- offering to introduce them to other deaf apprentices.



6. Fordyce et al. 2013. *Post-school Transitions of People who are Deaf or Hard of Hearing*. 2013. Centre for Research in Education, Inclusion and Diversity (CREID) at The University of Edinburgh, Edinburgh.

Supporting apprentices in the workplace

The quality of a deaf person's apprenticeship experience will depend on how accessible their workplace is.

Employers are required to make reasonable adjustments to accommodate the needs of disabled employees under the Equality Act 2010. However, they may benefit from guidance on best meeting the needs of deaf employees and may seek this from training providers.

We have a guide for employers, *Breaking the Sound Barrier*, available from www.ndcs.org.uk/breakingdownbarriers.

It provides information on:

- the reasonable adjustments that can be made for deaf people in the workplace
- technology and communication support
- funding for support (Access to Work)
- links to resources for further information.

Deaf apprentices may also benefit from completing our personal profile template available from www.ndcs.org.uk/passports. A deaf apprentice can customise the document to include information for an employer about their needs, such as the technology they might use in the workplace or situations they find challenging.

Health and safety law

Health and safety rules have sometimes been used as a reason not to employ a deaf person. The Health and Safety Executive publishes myth-busting guidance for employers which makes it clear that there is no health or safety legislation that would prevent a disabled person from finding or staying in employment. www.hse.gov.uk/disability

In most cases, health and safety concerns related to deaf apprentices can be overcome through reasonable adjustments, for example, a pager system would alert a deaf apprentice if there was a fire.

Access to Work

Disabled people can apply for Access to Work funding from the Government to cover the costs of any support needs or adaptations in the workplace and for support at job interviews.

Access to Work funding is available to disabled people on apprenticeships, traineeships and supported internships. Access to Work is a discretionary scheme and is capped at 1.5 times the average UK wage (£41,400 in 2016). Young people may need help when applying for the first time as they may be asked to justify their support needs and provide quotes for support worker fees.

For more information read Access to Work's factsheet for employers at www.gov.uk/government/publications/access-to-work-guide-for-employers.



Useful resources

National Deaf Children's Society

Breaking the Sound Barrier. A guide to help employers make sure their recruitment process and workplace are fair and accessible to deaf people. www.ndcs.org.uk/breakingdownbarriers

Supporting Deaf Young People Through Transition (England). This guide has checklist templates, case studies, guidance, references to further information and includes deaf young people's experiences of transition and their views about how professionals can support them. www.ndcs.org.uk/professional_support/our_resources/education_resources.html#contentblock17

A Template for Success (Scotland). A guide to help professionals understand their role in supporting the post-16 transitions of deaf young people. www.ndcs.org.uk/help_us/campaigns/campaign_news/scotland_campaign_news/a_template_for.html

Supporting the Achievement of Deaf Young People in Further Education. A resource that provides advice for education professionals in colleges working with deaf young people on effective support, deaf friendly teaching and improving outcomes. www.ndcs.org.uk/supportingachievement

National Sensory Impairment Partnership

Effective Practice in Transition and Provision for Young People Ages 16–25 with Sensory Impairments: Guidance for practitioners. Available from www.natsip.org.uk. Free registration is required to access the resource.

Government guidance

Access to Work www.gov.uk/access-to-work/overview

Information on high needs funding (England) www.gov.uk/government/publications/high-needs-funding-arrangements-2017-to-2018/high-needs-funding-operational-guide-2017-to-2018#high-needs-funding-arrangements-post-16

Additional learning support funding (Wales) gov.wales/docs/dcells/publications/150706-programme-spec-guidance-notes-en.pdf

Additional learning support (Northern Ireland) www.economy-ni.gov.uk/sites/default/files/publications/economy/Apprenticeships-2013-operational-guidelines.pdf

Additional Support Needs information (Scotland) www.myworldofwork.co.uk/getting-job/additional-support-needs-work

Scotland Additional Support Needs regional provider guides
www.skillsdevelopmentscotland.co.uk/for-training-providers/equality-and-diversity/



Handout for tutors: Communication tips

How you can make sure that deaf students are fully included in any class, lecture or tutorial (these tips can be printed out and given to teaching and support staff as a handout).

When talking to students in class:

- make sure your face is visible and well-lit at all times and avoid turning your back to your students
- speak at an average pace – you don't need to slow down (unless you tend to speak at a very fast pace which may make it difficult for you to be lip-read or for communication support to keep up)
- keep background noise to a minimum
- repeat or paraphrase any questions/comments from other apprentices
- make sure a student's communication support have presentations and handouts in advance to help them prepare.

When using audio or video materials:

- make sure that the student has a transcript or subtitles
- pause briefly when showing slides so that a deaf student can read them before lip-reading you or watching their communication support.

When facilitating seminar or tutorial discussions:

- make sure students talk one at a time
- a deaf student may find it harder to come into a discussion at the right time, particularly if they use communication support – make sure they have the opportunity to contribute.

When talking to a student one-to-one:

- don't panic if you're not understood – repeat what you've said and consider rephrasing it
- if you don't understand what the student has said, don't be embarrassed to ask them to repeat
- minimise the use of jargon, abbreviations and slang
- make sure you meet in a quiet and well-lit environment
- if using communication support, speak directly to the deaf student and not their support worker.

Deaf people are a diverse group with different needs so the guidance above may not apply to all deaf trainees. However, you may find our tips useful if you are working with a deaf apprentice.

More detailed information can be found at www.ndcs.org.uk/professionals.

About the National Deaf Children's Society

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people across the UK. We support deaf children, their families and the professionals who work with them, and challenge governments and society to meet their needs.

We provide information on all aspects of childhood deafness and hearing loss including:

- education
- audiology
- benefits
- technology
- communication
- additional needs
- parenting.

At the National Deaf Children's Society we use the term 'deaf' to refer to all levels of hearing loss in children and young people, including a partial or total loss of hearing. This includes those who may describe themselves as having a 'hearing loss', 'hearing impairment' or as 'deaf', and includes those with temporary deafness, such as glue ear. We support all deaf children and young people, regardless of their level of deafness, how they communicate or what technical aids they use.

Got a question?

Our Freephone Helpline can answer your questions about any issues relating to deaf children's education or development. Give us a call on **0808 800 8880**, email us at **helpline@ndcs.org.uk** or take part in a live chat at **www.ndcs.org.uk/livechat**. You can order our publications through the Helpline.

Raising awareness

Deafness isn't a learning disability. With the right support, most deaf children and young people can achieve the same outcomes as other students. We produce lots of resources to support professionals who work with deaf children and young people to promote best practice and raise expectations. Our guidance, written by expert Teachers of the Deaf, set out the interventions and reasonable adjustments that can be made in education settings to improve deaf children and young people's outcomes.

All of our resources are free to download or order. Visit www.ndcs.org.uk or contact the National Deaf Children's Society Freephone Helpline.

About our free support

We support families from initial diagnosis to adulthood across education, health and social care in a range of ways including:

- free information resources for families including our quarterly *Families* magazine and email updates with the latest news and family stories
- a Freephone Helpline offering clear, balanced information – we offer a free interpreting service for families who don't speak English as a first language
- local support from our Children and Families' Support Officers
- events where families can meet one another and get support from professionals
- support for mainstream art, sport and leisure organisations to run their activities in a deaf-friendly way
- Technology Test Drive loan service that enables deaf children and young people to try out equipment, including radio aids, at home or school.

Buzz website

Our Buzz website is a safe space where deaf children and young people can get support. It also provides deaf young people with a range of information on education, careers and becoming independent. www.buzz.org.uk

Find us on YouTube

We have a YouTube channel full of videos starring deaf teenagers, parents of deaf children and the professionals who work with them, available from www.youtube.com/ndcswebteam.

For more information about the National Deaf Children's Society

Visit our website: www.ndcs.org.uk

Facebook: www.facebook.com/NDCS.UK

Twitter: twitter.com/NDCS_UK

Become a professional member

Join the National Deaf Children's Society for free today by calling our Freephone Helpline on **0808 800 8880** or go to www.ndcs.org.uk/professionals.

About the National Sensory Impairment Partnership (NatSIP)

The National Sensory Impairment Partnership (NatSIP) is a partnership of organisations working together to improve outcomes for children and young people with sensory impairments (SI). The agreed purpose of NatSIP is:

- to improve educational outcomes for children and young people with sensory impairment, closing the gap with their peers, through joint working with all who have an interest in the success of these young people
- to help children achieve more and fulfil the potential of children and young people who have SI
- to promote a national model for the benchmarking of clear progress and impact criteria for children and young people who have SI
- to support a well-trained SI workforce responsive to the Government agenda for education
- to inform and advise the Department for Education in England and other national agencies on the education of children and young people with SI
- to promote collaboration between services, schools, professional bodies and voluntary bodies working with young people who have SI
- to promote collaborative working between education, health and social care professionals in the interest of children and young people who have SI.

For more information about NatSIP and for access to resources, visit www.natsip.org.uk – a major gateway for SI professional practice.

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people.

National Deaf Children's Society's Freephone Helpline: 0808 800 8880 (voice and text)

helpline@ndcs.org.uk

www.ndcs.org.uk

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www.natsip.org.uk



Department
for Education

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Give us your feedback by emailing your comments to informationteam@ndcs.org.uk