

Supporting deaf young people through transition

Successful transitions to adulthood
for deaf young people in England



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

We use the word 'deaf' to refer to all levels of hearing loss. We include pupils who may have been identified as having a hearing impairment in the School Census.

We use the term 'parent' to refer to all parents and carers of children.

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Introduction

This resource is for professionals supporting deaf young people in England through transition when they leave school or college – this includes deaf young people with and without an Education, Health and Care (EHC) Plan. You may find this resource useful if you are a:

- teacher
- Teacher of the Deaf
- careers adviser
- learning support worker
- communication support worker
- local authority special educational needs (SEN) officer
- special educational needs coordinator (SENCO).

This resource has checklist templates which you can use to support deaf students through transition. There are also case studies, guidance and references to further information.

The resource also includes deaf young people's experiences of transition and their views about how professionals can support them.

“With high aspirations and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life.”

– Special educational needs and disability (SEND) Code of Practice: 0 to 25 years (para 1.39)¹

1. All further quotes and references in this resource are taken from the *SEND Code of Practice: 0 to 25 years*, available at www.gov.uk/government/publications/send-code-of-practice-0-to-25.

Key principles and duties

The SEND Code of Practice has key principles for local authorities, education providers and their partners to follow in supporting young people to prepare for adulthood.

Key principles

Education providers, local authorities and their partners should work together to help young people to realise their ambitions in relation to:

- higher education and/or employment
- independent living
- participating in society
- being as healthy as possible in adult life (para 1.39).

“As young people grow older, and from Year 9 in school at the latest, preparing for adult life should be an explicit element of conversations with them and their families as the young person moves into and through post-16 education.”

— (para 1.40)

Key duties: young people with Education, Health and Care (EHC) plans

Discussions about post-16 options must be included as part of annual reviews from Year 9 onwards. The young person’s local authority must ensure these reviews take place, and schools and colleges must co-operate with the local authority in these reviews. If a young person wants to attend a different school or college then that school or college must co-operate (para 8.24).

Transition planning must be built into a young person’s EHC plan (para 8.9).

Planning must be centred on the individual and explore:

- the young person’s aspirations and abilities
- what they want to do when they leave post-16 education and training
- the support they need to achieve that ambition (para 8.9).

Key duties: careers advice

A school's responsibilities are laid out in the government's statutory guidance for schools, *Careers Guidance and Inspiration in Schools*.² Schools are legally required to make sure that all pupils receive independent careers advice from Year 8 to Year 13. Schools must make sure that the independent careers advice:

- is impartial
- includes information on the range of education and training options, including apprenticeships and other vocational routes
- is given in the best interests of each student.

Sixth form and further education (FE) colleges have very similar responsibilities for young people up to and including the age of 18 and for those with an EHC plan up to the age of 25.



2. *Careers Guidance and Inspiration in Schools* is available at www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools.

Barriers to successful transition

Research, such as Young et al. (2015)³ and Fordyce et al. (2013),⁴ has identified barriers to successful transition for deaf young people.

- **Lack of specialised information:** for example, about communication support options at college or support available in employment such as Access to Work.
- **Not looking into the full range of options:** often teachers and careers advisers see FE college as the default option for deaf young people.
- **Low expectations:** professionals and parents have been found to rule out some career choices and to direct deaf young people to 'suitable' courses in which they believe the young person has the best chance of a qualification.
- **Not enough financial resources to explore options fully:** transport costs can stop young people from visiting a range of post-16 providers (particularly if they have to travel further to find a suitable provider) and this can be a factor in restricting choice.
- **Lack of appropriate communication and social support at school:** this can reduce confidence and lead to social isolation.

3. Young et al. *Identifying Effective Practice in the Provision of Education and Education Support Services for 16–19 Year Old Deaf Young People in Further Education in England*. 2015. University of Manchester.

4. Fordyce et al. *Post-School Transitions of People who are Deaf or Hard of Hearing*. 2013. University of Edinburgh.

There are some barriers that apply to all young people, deaf or hearing:

- **Lack of experience:** on leaving education, 48% of young people who are not in education, employment or training (NEET) have no experience of paid work. This figure has increased from 41% in 2001. This lack of work experience is a significant barrier and highlights the need for sustained support for young people taking the first (and hardest) step into employment.⁵
- **Lack of employer engagement:** young British adults who had two or more contacts with employers through their schools or colleges were significantly less likely to be not in education, employment or training (NEET) when compared to comparable peers who did not have this experience.⁶

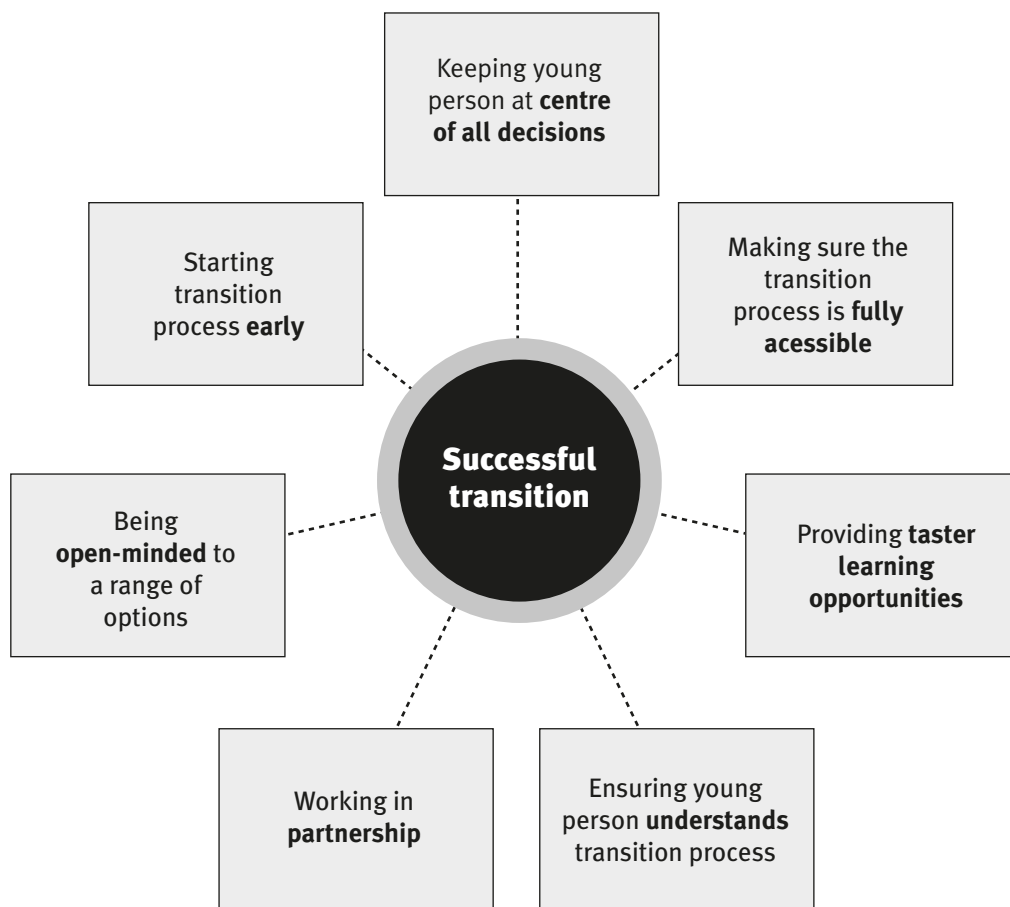


5. Paul Sissons, Katy Jones. *Lost in Transition? The changing labour market and young people not in employment, education or training*. 2012. The Work Foundation.

6. Education and Employer's Taskforce. *Employer Engagement in the School-to-Work Transitions of Young Britons*. www.educationandemployers.org/research/employer-engagement-in-the-school-to-work-transitions-of-young-britons. 2015.

Factors supporting effective post-16 transition

The diagram below shows seven crucial factors in successful post-16 transition, identified through research (Young et al. 2015).



Starting early

Transition support often starts in Year 9, in line with the SEND Code of Practice. However, deaf young people have told us they think they should get careers advice before this, with some saying they didn't have enough time to make decisions about their future.

While children aged 11 or younger don't need to be fixed on one path for the future, making the connection between what they study at school and the world of work can help to broaden horizons and increase aspirations. For example, initiatives such as Primary Futures have adult volunteers who go into schools and talk to children about their jobs:

www.inspiringthefuture.org/primary-futures.

Deaf children may benefit from meeting deaf adults in employment as this may raise their aspirations and help them to understand that deaf people can have a wide range of careers. Where deaf role models are not available, hearing ones can be used.

❖ For a Starting early checklist template go to page 28.

Useful resources

- Examples of inspirational deaf people:
www.pinterest.com/NDCSUK/inspirational-deaf-people.
- Equality and Human Rights Commission primary education resources on careers: www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/primary-education-resources/resource-toolkit. (Videos aren't subtitled.)



Year 9 onwards

The SEND Code of Practice states that schools and colleges should help students to explore their aspirations and how different post-16 options can help to meet them. Remember, further education and sixth form colleges can recruit students directly from age 14.

For young people with EHC plans discussions about post-16 options must be part of annual reviews at Year 9 and transition planning must be built into their EHC plan (para 8.24).

Planning must be centred around the young person and explore their aspirations and abilities, what they want to do when they leave post-16 education and training and what support they need to achieve their ambitions (para 8.9).

Young people without EHC plans will still benefit from transition planning and attending transition meetings. There are many education services that offer this to deaf young people regardless of whether they have an EHC plan or statement.

✦ **For a Year 9 onwards checklist template for transition meetings go to page 29.**

Useful resources

- *Planning for Your Future: Transition meetings and how to prepare for them*, available from www.buzz.org.uk/myfuture.
- *No Decision About My Education Without Me – Information for parents*, available from <http://ow.ly/ZFya2>. You'll need to sign up as a member of NatSIP to see this resource – membership is free.

Resolving disagreements with parents

Sometimes a young person will have different aspirations to those their parents have for them, leading to disagreements. This situation can be difficult for you to manage. It's important to understand that legally it's the young person's wishes, provided they are reasonable, that have higher weighting. You should advise parents to:

- respect their child's wishes and to understand their child's legal rights to make decisions about their own future
- talk calmly through any concerns they have with their child and try to find some middle ground

- make sure their child has access to as much information as possible to help them make an informed choice about their own future. For extra guidance they can refer to our factsheet, *Supporting Your Child (14+ years) in Making Choices About Their Education and Future Careers*.

Mental Capacity Act 2005

The Children and Families Act 2014⁷ was the first time the Mental Capacity Act⁸ had been applied to an education context. Some deaf young people may have additional disabilities which mean they lack capacity to make important decisions for themselves about their transition. If you or a parent make a decision on behalf of a young person on the grounds of mental capacity the following key principles apply.

- It must be assumed that every young person can make their own decisions unless it's proved otherwise.
- A young person should have all the help and support possible to make and communicate their own decision before it's concluded that they lack capacity.
- An unwise decision can't be interpreted as lacking capacity.
- Any decision made on behalf of someone lacking capacity must be made in their best interests.
- Any actions or decisions carried out on behalf of someone lacking capacity should limit their rights and freedom of action as little as possible.

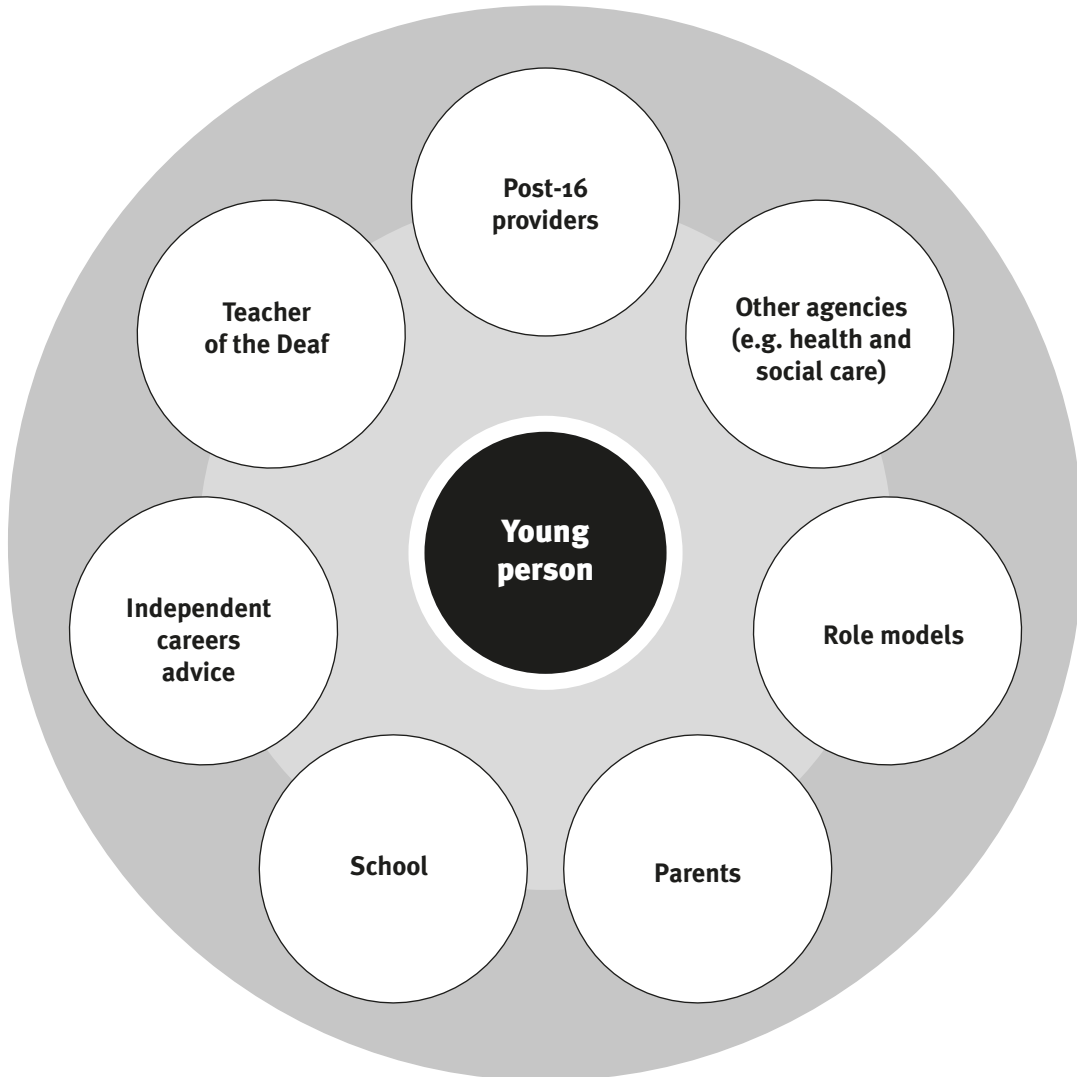
For more information go to <http://ow.ly/ZFycO>.

7. The Children and Families Act 2014 is available at <http://ow.ly/ZFyfH>.

8. The Mental Capacity Act is available at www.legislation.gov.uk/ukpga/2005/9/contents.

Working in partnership

Working together with the young person and anyone else involved is crucial in making sure the transition goes smoothly.



Find out what other agencies may be involved in planning transition as it can be confusing if different services are talking to the young person and their family about the same issue, but with different agendas or priorities. Some areas will hold multi-agency transition meetings between education, health and social care services to enable joined-up working.

Tips from deaf young people

We want:

- to feel we can be independent
- information early (from Year 8 onwards)
- more information about the full range of career and education options
- to have the confidence to tell teachers and other people that we're deaf
- information about equipment that could benefit us
- to know what support is available to us when we leave school (e.g. from Teachers of the Deaf or communication support workers)
- staff to communicate well with us:
 - slow down when speaking
 - face us so that we can lip-read
 - make sure people talk one at a time
 - stand still
 - keep beards short.



Choosing post-16 options

A young person will normally need to make a decision about their preferred choice of post-16 education or training by the end of March in Year 11.

... For a Post-16 options and support checklist template go to page 31.

Apprenticeships, traineeships, supported internships and employment alongside part-time study, are all options for young people aged 16. For guidance on supporting transition for these options see the 'Preparing for employment' section on page 21.

Useful resources

- *Supporting the Achievement of Deaf Young People in Further Education*, available from www.ndcs.org.uk/supportingachievement.
- *Effective Practice in Transition and Provision for Young People Ages 16–25 with Sensory Impairments: Guidance for practitioners*, available from <http://ow.ly/ZFyjH>.

Transition to a different education or training provider

A deaf young person's move to a different education or training provider will not be successful unless the right support is in place for when they start. It's important that information about previous SEN provision and the young person's aspirations is shared with the post-16 provider, preferably in the spring term before they join in September. Information should only be shared with the young person's agreement.

Schools should work together with colleges and other post-16 providers to arrange opportunities such as taster days and link programmes to help young people get some experience of post-16 life and study or training.

Moving from school to college: Jamie's experience

I looked at several different college prospectuses, including the one for my school sixth form, and focused on what I wanted to do in the future. I wanted to be in the aviation sector. Newcastle College was the best as they offered a really good course.

My Teacher of the Deaf offered the most guidance on what to do next and went to look at the different colleges [with me to] see what they had to offer. She also [introduced me to] previous students which was helpful. I made a decision with the help of my parents and my Teacher of the Deaf.

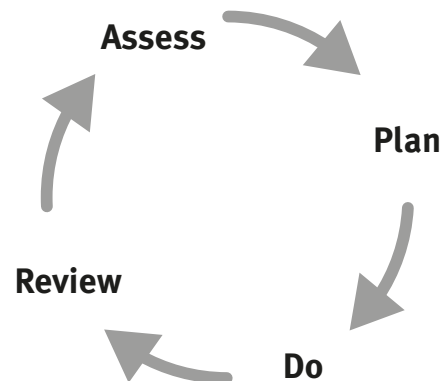
I visited Newcastle College several times before starting there, once with my Teacher of the Deaf and a few times when I had been invited to sample what college was like and meet the support staff. It was all to help me prepare so I knew what to expect.

The support arranged for me at college was the same as what I was getting at school, however, I have decided that I don't need this support anymore as I seem to be doing well with the help of my friends and tutors.

Assess, plan, do and review

Schools and colleges should have arrangements in place to identify and support young people with SEN. Special educational needs support should take the form of a four part cycle known as 'assess, plan, do and review'. Transition support should be considered within this cycle from Year 9 onwards, taking into account the young person's aspirations during the 'assess' phase.

For guidance on the assess, plan, do and review cycle visit www.ndcs.org.uk/senprofessionals.



Support and equipment

Deaf young people may be able to get the following types of support at college and university. It's important that you discuss the different types of support with the young person and they are given the opportunity to try them out.

- **Teachers of the Deaf:** most post-16 students will not have a Teacher of the Deaf as part of their support team but may have access to a visiting Teacher of the Deaf.
- **Radio aid/radio aid system:** students who use a radio aid (or radio aid system) at school should also have one provided at college. Students who don't have one at school should be assessed to see if they'll need one at college. We offer a Technology Test Drive loan service which allows young people to try out different models.
- **Communication support workers (CSWs):** support deaf students by interpreting between English and British Sign Language (BSL), notetaking and lipspeaking. They should be qualified to at least Level 3 BSL standard and if possible, hold a qualification in communication support.
- **Notetakers:** many deaf students can't follow a class or lecture and take notes at the same time. This might be because they are concentrating on listening and lip-reading or because they are watching an interpreter. Using a notetaker can ensure they have a good set of written notes to refer to after the session has finished.
- **Electronic notetakers:** give deaf students a summary of what's being said in a class or lecture through a laptop. They don't give a verbatim account of what has been said – for this a speech-to-text-reporter is needed (see below).
- **Sign language interpreters:** interpret what's being said into BSL. They can also 'voice-over' what a deaf student is signing. They can translate written documents into signed versions to help a student better understand the text. They are different from CSWs as there is a professional register of interpreters. Sign language interpreters also don't normally help students with their work or advocate on their behalf.
- **Speech-to-text-reporters/palantypists:** type everything that's said during a class or lecture, providing live text for a deaf student to read. For field trips and educational visits a manual notetaker may be more appropriate.
- **Lipspeakers:** trained to produce perfect lip patterns. They reproduce the spoken words of teachers, lecturers and fellow students using unvoiced speech, making it easier for a student to lip-read.

Preparing for adulthood

Historically, local authorities and post-16 education providers have not had a duty to support young people with transition planning after the age of 16. However, the Children and Families Act 2014 states that for young people with EHC plans, transition planning must continue until their plan ceases.

Schools, sixth forms and FE colleges are also required to give all young people access to independent careers advice. This should raise deaf students' career aspirations, broaden their employment horizons and support them in preparing for the next phase of education/training and beyond into adult life. They should receive impartial advice about all of the education, training and employment opportunities that are on offer, including specialist provision.



What deaf young people told us they wanted to know at 18

Employment

- How to fill in an application form.
- How to prepare a CV.
- The job application process (e.g. enquiring about vacancies, filling in application forms, interviews).
- How to prepare for an interview (e.g. what to wear, how to behave, knowing what questions may be asked).
- What support is available to help them apply for jobs.

Continuing education/training

- Higher education options.
- Information about apprenticeships.
- What support options are available.
- How to apply for university and further study.
- Transport arrangements.
- How to find out which buildings have good acoustics.
- Information about businesses that provide training.

Living independently

- How much things will cost (e.g. rent, food, travel).
- How to budget.
- Who to talk to about getting help.
- Who to ask for equipment (e.g. flashing fire alarms).
- Information about hearing dogs.
- Life skills (e.g. cooking, cleaning and tidying).
- Information about banking.
- How to get support with travel.

Preparing for employment

❖ For a Preparing for employment (including apprenticeships) checklist template go to page 32.

Useful resources

- Government guidance on help and support for young disabled people to find and stay in work: www.gov.uk/government/publications/help-and-support-for-young-disabled-people-to-find-and-stay-in-work.
- Equality and Human Rights Commission: www.equalityhumanrights.com/your-rights/in-employment.
- National Apprenticeship Service: www.apprenticeships.gov.uk.
- National Careers Service: www.nationalcareersservice.direct.gov.uk.

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 in paid employment (at or above the minimum wage), those who are self-employed, on apprenticeships, traineeships and supported internships. Access to Work is a discretionary scheme and 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 further details visit: www.gov.uk/access-to-work/overview.



Applying for Access to Work: Gavin's experience

In 2014 I got a new job as a community support worker. My employers were aware of Access to Work (AtW) and I signed up again (having used it in a previous job). This time, I had to fill in the form myself with the assistance of my line manager, who informed me of what I am entitled to. For both jobs, I was given a certain number of hours to use with BSL interpreters as and when required. Usually, I only need them during group meetings and discussions. At the moment, I am working for a deaf organisation, so it's fortunate that all my colleagues and employers can sign anyway!

From what I remember, the application process was fairly straightforward and I simply had to send off the completed application form and wait for the letter to arrive with the approved hours of support. However, the forms involved with paying off interpreters' invoices took me a while to decipher and figure out. Now, I've got a 'master copy' of the form that I can follow to apply for the funding every month. I also make sure I make copies of both the form and invoice in case they get lost in the post or whilst processing.

Admittedly, it could be easier to apply for AtW funding. It seems very long-winded to simply reimburse the payments for interpreters or other support. Personally, I'd appreciate a form that can be filled out on the computer and then sent directly to AtW with a copy of the invoice scanned in (a digital system is expected to launch in 2016). I recall one occasion when I had to pay an interpreter out of my own pocket, because months went by and they still hadn't been paid for their work by AtW. This occurred when I finished one job and started another, so it would have been more hassle to reapply for the reimbursement, hence I simply paid for it myself.

Preparing for higher education

...👤 For a Preparing for higher education checklist template go to page 33.

Changes to what can be funded through Disabled Students' Allowances (DSAs) have been made for 2016–17 onwards. For up-to-date information about DSAs visit www.gov.uk/disabled-students-allowances-dsas.

Useful resources

- UCAS guidance for students with disabilities: www.ucas.com/ucas/undergraduate/getting-started/individual-needs/students-disabilities.
- Disabled Students Allowances Quality Assurance Group: www.dsa-qag.org.uk.

Disabled Students' Allowance: Bethany's experience

I knew prior to finding out about DSA that I could already get support at university but I didn't exactly know what it would entail, or how to achieve getting this support. So when I found out about DSA it was through numerous open days at different universities, and my Teacher of the Deaf (ToD) at the time provided me with the information too.

When filling out the application I did it myself but my ToD and audiologists all helped me by providing the documents that I would need to prove my deafness. This was a copy of my audiogram, a personal letter from both the audiologists and ToD detailing the support I currently have, what I need at university etc.

The DSA assessment wasn't as bad as I thought it would be. It took roughly two and a half hours, and they did say it would be two to four hours depending on your needs. The assessment itself really isn't an assessment. It's more like your chance to discuss with the 'assessor' what support you currently have and they make some suggestions about the support you could get at university.

My top tip is to make a list of support which you would like at university and have reasons why next to them before going to the assessment. As when I argued that I would like BSL interpreters for the days my implants failed, the assessor said that I would be better with a communication support worker (CSW). This is when I put across that interpreters have a higher level of signing and from past experience I prefer interpreters as the lecture seems to flow more smoothly.

Another thing was, I knew I wanted someone to proofread my work at university, so I asked for a proofreader. The assessor suggested that I have a language support [worker] at university. Basically their job is the same as a ToD, but just under a different title. They also could help me prepare myself for presentations etc. whereas a proofreader wouldn't do that.

After this meeting, the assessor would type up a 40-page document which would be sent to me for approval. If I agreed with everything in this document it would then be sent to the Student Finance England (SFE) funding body for DSA support. After SFE approves it, another document is sent to you and the university that you will be attending about how many hours or [how much] funding you will get.

In terms of equipment (in my case a radio aid and laptop), I had to contact the supplier that SFE wanted me to buy from. Then once contacted, the supplier would provide me with the equipment. In terms of non-medical support (i.e. BSL interpreters manual/electronic notetaking) this would be organised by the university. However, at the university I attend, I had to agree with the Student Enabling Centre, where I would want to use certain types of support. To do this I have to organise every support a half term ahead of my timetable stating which seminar/lecture/workshop I want electronic notetaking support in, for example.

Preparing for independent living

Some deaf young people may not have the life skills expected of a young person of their age. Some post-16 providers offer programmes to teach life skills.

✦ For a Preparing for independent living checklist template go to page 34.

Useful resources

Travel

- Disabled bus passes: www.gov.uk/apply-for-disabled-bus-pass.
- Disabled rail cards: www.disabledpersons-railcard.co.uk.

Money/benefits

- Information on benefits: www.ndcs.org.uk/family_support/financial_support.
- Life Skills created with Barclays: www.barclayslifeskills.com.

Technology

- Information on technology: www.ndcs.org.uk/technology.

Health

- Information on audiology transitions: www.ndcs.org.uk/audiologytransfer.

Social care

- Social Care Institute for Excellence (SCIE) resources on transition to adult services: www.scie.org.uk/care-act-2014/transition-from-childhood-to-adulthood/.



Resources

For professionals

- Deaf awareness resources: www.ndcs.org.uk/deafaware.
- *Applying the Assess, Plan, Do, Review Cycle to Pupils with a Hearing Impairment*: www.ndcs.org.uk/senprofessionals.
- *Careers Guidance and Inspiration: Guidance for general further education colleges and sixth form colleges*: <http://ow.ly/ZFCv>.
- *Careers Guidance and Inspiration in Schools: Statutory guidance for governing bodies, school leaders and school staff*: www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools.
- *Effective Practice in Transition and Provision for Young People Ages 16–25 with Sensory Impairments: Guidance for practitioners*: <http://ow.ly/ZFyjH>.
- Equality and Human Rights Commission primary education resources on careers: www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/primary-education-resources/resource-toolkit (videos are not subtitled).
- Social Care Institute for Excellence (SCIE) resources on transition to adult services: www.scie.org.uk/care-act-2014/transition-from-childhood-to-adulthood/.
- *Supporting Achievement in Further Education*: www.ndcs.org.uk/supportingachievement.

For young people

- A website for deaf children and young people with information on topics such as college, university and relationships: www.buzz.org.uk.
- *This is...MyFuture!* a downloadable booklet which is a good starting point to get deaf young people thinking about their future: www.buzz.org.uk/myfuture.
- *Planning for Your Future: Transition meetings and how to prepare for them*, a factsheet for deaf young people: www.buzz.org.uk/myfuture.

For parents

- Leaving school – what are the options for your deaf child?
www.ndcs.org.uk/leavingschool.
- *Supporting Your Child (14+ years) in Making Choices About Their Education and Future Careers:*
www.ndcs.org.uk/family_support/14_years_.
- Transferring to adult audiology services:
www.ndcs.org.uk/audiologytransfer.
- Life Skills by Barclays Parent's Hub:
www.barclayslifeskills.com/parents.
- *No Decision About My Education Without Me – Information for parents:* <http://ow.ly/ZFya2>. You'll need to sign up as a member of NatSIP to see this resource – membership is free.

Checklist Templates

We have created Word versions of these checklist templates, which you can adapt to suit your needs.

These Word versions are available on our website at www.ndcs.org.uk/professional_support/our_resources/education_resources.

1. Starting early (for children below Year 9)
2. Year 9 onwards (for transition meetings)
3. Post-16 options
4. Preparing for employment (including apprenticeships)
5. Preparing for higher education
6. Preparing for independent living

Starting early

Checklist	Notes	Actions
Has the young person had access to deaf role models?		
Are they aware of what other deaf people have achieved?		
Are they aware of the range of careers that are available?		
Do they understand the link between education, qualifications and careers?		

❖ Year 9 onwards (for transition meetings)

Checklist	Notes	Actions
Before a transition meeting		
<p>Is the young person prepared for the meeting?</p> <p>Do they know what it's about?</p> <p>See page 25 for a link to our resource, <i>Planning For Your Future</i>, designed to help deaf young people prepare for transition meetings.</p>		
<p>Are they confident enough to contribute to the meeting?</p> <p>Would they benefit from an advocate (e.g. a friend or a sibling)?</p>		
<p>Do you know what their communication needs are?</p> <p>Will they be able to fully access any transition meetings?</p>		
<p>Who else is involved in supporting transition planning (e.g. health and social care professionals)?</p> <p>Is there a joined-up approach?</p>		
<p>Are you able to give specialised advice about post-16 options and support for deaf young people?</p> <p>If not, who do you need to work with to offer this?</p>		

Checklist	Notes	Actions
During the transition meeting		
<p>What are the young person's aspirations?</p> <p>Why do they aspire to them?</p>		
<p>What do they enjoy doing both in and outside of school?</p> <p>What are they good at?</p>		
<p>Do their education plans match their career aspirations?</p>		
<p>Are they aware of different options available to them?</p> <p>What steps will they take to find more information?</p>		
<p>Are they aware of the support available to them in post-16 education? (See page 16.)</p>		
<p>Do they have any fears about the future?</p> <p>How will these be addressed?</p>		

❖ Choosing post-16 options

Checklist	Notes	Actions
<p>Has the young person arranged to visit a variety of post-16 providers?</p> <p>If not, are there any financial barriers?</p>		
<p>When visiting providers will they meet staff responsible for co-ordinating support?</p>		
<p>Have they thought about what support they'll need at their post-16 provider?</p> <p>What steps have been taken to secure this support?</p>		
<p>Has the post-16 provider or the sensory support service carried out an assessment of needs?</p>		
<p>Are they aware of the financial support that may be available to them in post-16 education? (See page 22.)</p>		
<p>Have they received all the information they need to make an independent and informed choice about their post-16 education or training?</p>		

❖ Preparing for employment (including apprenticeships)

Checklist	Notes	Actions
Does the young person need support in accessing the language used in application forms or to submit applications?		
Do they know what support might be available from Jobcentre Plus?		
Do they understand what support is available through Access to Work and how to apply?		
Do they understand their rights under the Equality Act to 'reasonable adjustments' in employment?		
Have they considered applying for an apprenticeship or traineeship? Do they know how to do this?		

❖ Preparing for higher education (HE)

Checklist	Notes	Actions
Will the young person visit a variety of HE providers?		
Does their choice of HE course match their aspirations?		
Have higher apprenticeships been considered?		
Will they give details of their disability and support requirements on their UCAS application? If not, do they understand the implications of telling HE providers at a later date?		
Will they have the opportunity to meet disability officers when visiting HE providers?		
Do they understand what support can be funded through Disabled Students' Allowances (DSAs)?		
Do they know how to apply for DSAs?		
If they have an EHC plan will it be passed on to a DSA assessor and to their confirmed HE provider?		

❖❖❖ Preparing for independent living

Checklist	Notes	Actions
Can the young person travel independently?		
Can they manage their own money? <ul style="list-style-type: none"> • Do they have a bank account? • Do they understand how to spend, save and borrow money sensibly? 		
Do they know what benefits may be available to them?		
Do they have access to equipment at home (e.g. flashing fire alarms, vibrating alarm clocks)?		
Do they have a strong network of friends?		
Can they manage their own hearing aids/cochlear implants? Are they prepared for transition to adult health services?		
Do they receive any support from social services? If so, have they received an assessment for adult social care services?		

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 also 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 pupils. 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, sets 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. They include:

- *Assessing and Monitoring the Progress of Deaf Children and Young People*
- *Here to Learn videos: A resource for schools* available online at www.ndcs.org.uk/heretolearn
- *Look, Smile, Chat Deaf Awareness Pack*
- *Bullying and Deaf Children: A guide for primary and secondary schools*
- *Creating Good Listening Conditions for Learning in Education*

To order any of our free resources, visit www.ndcs.org.uk/publications 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 seasonal *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 do not 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, with free resources at www.ndcs.org.uk/me2
- 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 and growing up: 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.

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/professional_support.

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

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 impairment (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 children and 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 to 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/livechat

www.ndcs.org.uk



Department
for Education

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This publication can be requested in large print or as a text file.

Give us your feedback on this resource by emailing your comments to information@ndcs.org.uk.