

Next steps

Supporting successful transitions into post-16
education and employment for deaf young people
in England

For professionals



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



Acknowledgements

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- › Applying for Access to Work: Gavin's experience
- › Applying for Disabled Student's Allowance: Andrew's experience

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i We use the word ‘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.

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

We use the term ‘transition’ to refer to the journey which a young person takes into post-16 education, employment and adult life.

1 Introduction

Deaf people work in a wide range of roles and the majority lead happy and independent lives. With the right support in place many deaf young people will make successful transitions to adult life.

This resource is for professionals supporting deaf young people in for 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 staff
- › communication support worker
- › local authority special educational needs (SEN) officer
- › special educational needs coordinator (SENCO)
- › audiologist.

This resource includes deaf young people's experiences of transition and their views on how they want professionals to support them. We've also included photocopy-friendly checklists at the end of this resource to help you support deaf students through transition.

“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 *Special Educational Needs and Disability Code of Practice: 0 to 25 years* available at www.gov.uk/government/publications/send-code-of-practice-0-to-25.

2 Barriers to successful transition

Research, such as Young et al (2015)² and Fordyce et al (2013)³, suggests that the following barriers can affect deaf young people's experiences of transition.

- **Lack of deaf-specific information:** This might include information on communication support options at college or support available in employment such as Access to Work.
- **Not looking into the full range of options available to deaf young people when they leave school:** Often teachers and careers advisers see further education (FE) college as the default option.
- **Low expectations:** Professionals and parents have been found to rule out some career choices, instead directing deaf students to 'suitable' courses that they perceive to be less academically demanding.
- **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.
- **Lack of communication and social support at school:** This can reduce a deaf young person's confidence and lead to social isolation.

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

- **Lack of experience:** 48% of young people who are not in education, employment or training (NEET) have never had any experience of paid work by the time they leave education. This figure has increased from 41% in 2001. This lack of work experience is a significant barrier and highlights the need for continued support for young people taking the first (and hardest) step into employment.⁴
- **Lack of employer engagement:** Evidence suggests that the more encounters a young person has with employers, the greater the benefits they will receive. This is particularly true of young people from disadvantaged backgrounds. These encounters include work experience, talks and workplace visits. This can help young people to make an effective transition into work, improve their long-term earnings and helps them to understand why it's important to work hard at school.⁵

2. Young, A., Oram, R. and Squires, G. *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.

3. Fordyce, M., Riddell, S., O'Neill, R. and Weedon, E. *Post-School Transitions of People who are Deaf or Hard of Hearing*. 2013. University of Edinburgh.

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

5. The Careers and Enterprise Company. *Closing the Gap*. 2018. www.careersandenterprise.co.uk/research/closing-gap-report (accessed July 2019).

3 How you can support effective post-16 transition

Research (Young et al, 2015) suggests that there are seven crucial factors in successful post-16 transition, as shown in the diagram below.



4 Key principles and duties

The Special Educational Needs and Disability (SEND) Code of Practice has key principles to follow when supporting young people to prepare for adulthood.

Key principles

Education providers, local authorities and their partners should work together to help young people 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 part of a young person’s annual reviews from Year 9 onwards. The young person’s local authority must make sure these reviews take place, and schools and colleges must co-operate with the local authority in these reviews. If a young person is looking at their future and decides that they want to attend a different school or college then that institution is required to co-operate to shape the EHC plan (para 8.24).

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

A school's responsibilities are laid out in the government's statutory guidance for schools, *Careers Guidance and Access for Education and Training Providers*. This can be found online: www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools.

Schools are legally required to make sure that all students receive independent careers guidance from Year 8 to Year 13. They must make sure that this guidance:

- is impartial, showing no bias or favouritism towards a particular institution, education or work option
- has information on the full range of education and training options, including apprenticeships and other vocational routes
- is given in the best interests of each student.

Schools are legally required to make sure that a range of education providers are able to contact pupils from Years 8 to 13 about opportunities to take part in technical qualifications or apprenticeships.

Sixth form and further education (FE) colleges have very similar responsibilities to those mentioned in this section regarding around careers guidance. This is for students up to and including the age of 18 and for those with an EHC plan up to the age of 25.

5 Starting early

Transition support often starts in Year 9, in line with the Special Educational Needs and Disability (SEND) Code of Practice. However, deaf young people have told us they think they should have access to careers advice before this. Some deaf young people have said that by the time they received careers advice they didn't have enough time to make decisions about their future.

While children aged 11 or younger don't need to choose a fixed path for the future, showing them that there's a connection between what they study at school and the world of work can help to broaden their horizons and increase their aspirations.

There are different ways that a school could approach careers advice at this age. For example, by contacting an organisation such as Primary Futures, which connects primary schools with adult volunteers who come into schools to talk to children about their jobs. Deaf pupils will also benefit from meeting deaf adults who can share their experiences at work, as this can raise deaf pupils' aspirations and show them that deaf people can have a wide range of careers. You can use hearing role models if deaf role models are not available.

For a checklist on how to support deaf children's aspirations from an early age go to page 24.



Find more information on Primary Futures at www.primaryfutures.org.

6 Year 9 onwards

The SEND Code of Practice states that schools and colleges should help students to explore their aspirations and find out how different post-16 options can help them to achieve this. Further education and sixth form colleges can recruit students directly from the age of 14.

For students with Education, Health and Care (EHC) plans, discussions about post-16 options must be part of annual reviews in Year 9 and transition planning must be built into their EHC plan (para 8.24). This planning must be centred on the young person. It should explore their aspirations and abilities and what they want to do when they leave post-16 education. It should also consider training and what support the young person will need to achieve their ambitions (para 8.9).

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

Assess, plan, do and review

Schools and colleges should have arrangements in place to identify and support young people with SEN. SEN 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/secondary-education.



Resolving disagreements with parents

Sometimes a young person will have different aspirations to those that their parents have for them, and this can lead to disagreements. This kind of situation can be difficult to manage, but legally it's the young person's wishes that have higher weighting, provided they are reasonable.

You should advise parents to:

- Respect their child's wishes and to understand their 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. Parents can get more information from our website: www.ndcs.org.uk/leavingschool.

Mental Capacity Act 2005

When the Children and Families Act was developed in 2014 it was the first time the Mental Capacity Act had been applied in 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.

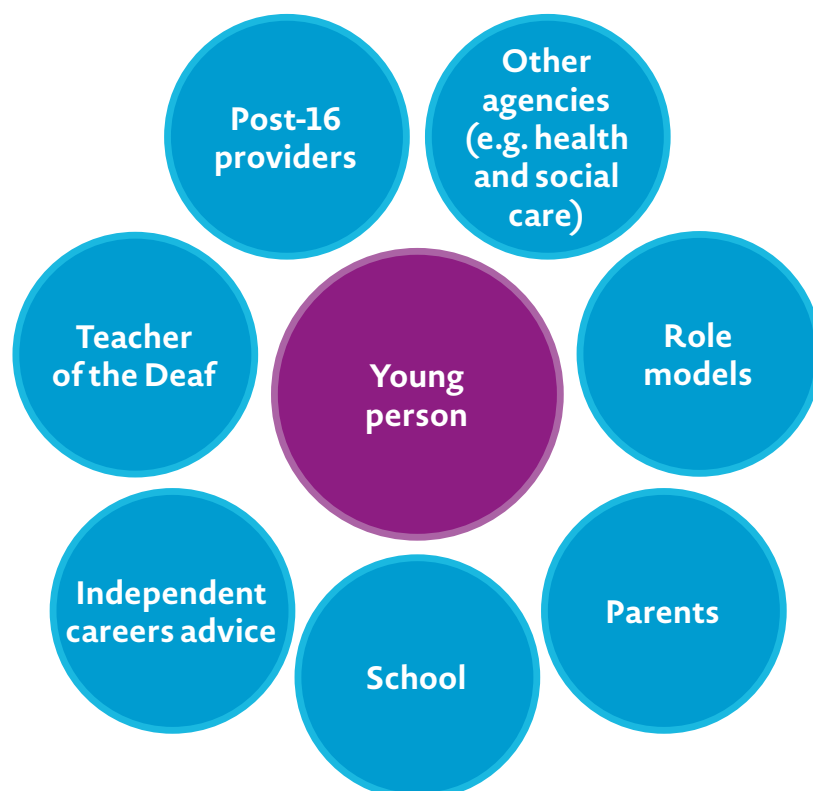
- It must be assumed that every young person can make their own decisions unless it's proved otherwise.
- A young person should have all the help and support possible to make and communicate their own decision before it's decided that they lack capacity.
- An unwise decision can't be interpreted as lacking 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 www.natsip.org.uk/doc-library-login and search 'Mental Capacity Act 2005'

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.

i 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 so we can lip-read.

7 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.

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 (including apprenticeships)' section on page 16.

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 when they start. It's important that you share information about previous special educational needs (SEN) provision and the young person's aspirations with the post-16 provider, preferably in the spring term before they join. You should only share information if the young person has agreed.

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.

Support and equipment

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

- **Teachers of the Deaf:** Most post-16 students will not have a Teacher of the Deaf as part of their education provider's support team but they may have access to a visiting Teacher of the Deaf.
- **Radio aids/FM system:** Students who use a radio aid (or FM system) at school should also have access to one at college. Students who don't have a radio aid at school should have the option of being assessed to see if they'll need one at college. Through our Technology Test Drive service young people can try out different models. Find out more at www.ndcs.org.uk/techdrive.
- **Communication support workers (CSWs):** CSWs support deaf students by interpreting between English and British Sign Language (BSL), note-taking and lipspeaking (see explanation further down). They should be qualified to at least Level 3 BSL standard and if possible, hold a qualification in communication support.
- **Note-takers:** Many deaf students find it difficult to 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. A note-taker can provide a set of written notes to refer to after the session has finished.
- **Electronic note-takers:** They can give deaf students a summary of what's being said in a class or lecture via a laptop. For a word-for-word account, a deaf student would need to use a speech-to-text-reporter.
- **Speech-to-text-reporter (also known as a palantypist):** They type everything that is said during a class or lecture, providing live text for a deaf student to read. A manual note-taker may work better for field trips and educational visits.

- › **Sign language interpreters:** They will interpret what's being said into BSL and can 'voice-over' what a deaf student is signing. They can also translate written documents into signed versions to help a student better understand the text. They are different from CSWs because they are trained to provide a much higher level of BSL interpretation. Sign language interpreters also don't normally help students with their work or advocate on their behalf.
- › **Lipspeakers:** They are trained to produce perfect lip patterns. They will reproduce the spoken words of teachers, lecturers and fellow students using unvoiced speech, making it easier for a student to lip-read.

8 Preparing for employment, higher education and independent living

The Children and Families Act 2014 states that for young people with Education, Health and Care plans, transition planning must continue until the end of their plan.

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



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

Employment

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

Continuing education or training

- › Higher education options.
- › How to apply for university and further study.
- › Information about apprenticeships.

- › Information about businesses that provide training.
- › What support options are available.
- › Transport arrangements.
- › How to find out which buildings have good acoustics.

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. fire alarms at home).
- › Information about hearing dogs.
- › Life skills (e.g. cooking, cleaning and tidying).
- › Information about banking.
- › How to get support with travel

Preparing for employment (including apprenticeships)

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 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.

Apprenticeships, traineeships and supported internships

These are work-based training options open to deaf young people from the age of 16 onwards. There are some key differences between them which are explained below and should be discussed with deaf young people before they decide which route to go down. Access to Work funding is available for all three options.

Apprenticeships: Young people usually apply for these in the same way as a job. Employers are required to pay the minimum wage and apprenticeships are available at different levels ranging from intermediate to degree apprenticeships. Apprentices are required to follow a standard which is assessed through an End Point Assessment. Young people need qualifications in Maths and English to complete an apprenticeship. However, the system is flexible for young people with EHC plans or who use BSL as their main language.

Traineeships: These are placements aimed at young people aged 16–24 who want an apprenticeship or job but don't yet have the skills or experience to secure one. They last a maximum of six months and are unpaid.

Supported internships: These are flexible programmes aimed at young people with EHC plans who may require significant support to transition to a workplace environment. These are not paid placements and there are no specific requirements for the learning or training element.

Preparing for higher education

Higher education (HE) providers are required to put in place reasonable adjustments for deaf students including support that enables students to overcome disadvantages. However, many deaf students apply for Disabled Students' Allowances (DSAs) from Student Finance England to cover the costs of specialist support and technology. For more information on DSAs visit www.gov.uk/disabled-students-allowances-dsas.

Applying for Disabled Students' Allowance: Andrew's experience

I studied Transport Management at Aston University in Birmingham. It was a challenging but really fun course to do and looking back on it now, I wouldn't have changed it for the world! It was a great opportunity to meet new friends, live independently and study a subject that really interested me (and an area of work that I now have a career in.)

My experience of the DSA process was really good. It takes a lot of time and paperwork but it is definitely worth it and it made a huge difference to me during my time at university.

I found out about DSA from my Teachers of the Deaf, who directed me to the online resources and application forms. I filled these in once I had applied for university.

I found the online resources on the government website really helpful and I would definitely recommend taking the time to read through the information so you can understand the process and what you need to do to apply for DSA.

I had to fill in a lot of paperwork, and I also had to provide information including audiograms from my audiology department and a SEN report from my hearing base (these requirements may have changed since my time at University though).

Once the initial paperwork and application for eligibility was accepted I was invited to an interview with a local DSA assessor to discuss what support I might need at university. Once your funding is approved the support is put in place by your university's disability advisor.

My assessment was an interview with a DSA assessor. It was quite relaxed and felt more like an informal chat than an interview. They asked me questions about myself to find out more about what assistance I would find helpful at university.

About a month before my course started I met up with the disability advisor at Aston and we talked about the support that had been funded through the DSA. The advisor was really helpful and talked me through every requirement and explained how they were going to put my support in place.

The radio aid equipment arrived a few weeks before my course started which was good because it gave me a chance to practise using it before going to lectures. The note takers were provided through an agency by the university and they arrived on time to every single lecture!

I also had regular meetings with the disability advisor throughout my first year to check up on my support.

My best advice when it comes to DSAs is don't be put off the amount of paperwork you may have to fill in but don't leave it all to the last minute!

DSA was really helpful for me at university because it meant that I didn't have to worry about finances for support which was really useful especially given how expensive equipment and note takers can be.

Preparing for independent living

Discussions about preparing for adulthood and employment are likely to involve talking about services and support outside of education and work. For example, moving onto adult audiology services, the state benefits available to them or mental health support.

Some deaf young people may not have the life skills expected of a young person of their age due to barriers to literacy and language development. Some post-16 providers offer programmes to teach life skills. However, these may be geared towards students working below Level 1 in the regulated qualifications framework. Most deaf young people will therefore rely on other opportunities to develop the knowledge and skills needed for independent living.

9 Resources

For young people

We have resources to support deaf young people as they prepare for transition.

The Buzz

Website for deaf young people with lots of information on topics such as college, university and relationships: www.buzz.org.uk

Information for 19–25 year olds

Pages for deaf young adults on a range of topics: www.ndcs.org.uk/our-services/deaf-young-adults-19-25

Examples of deaf adults in a range of jobs: www.ndcs.org.uk/role-models

Your Future: Information for deaf young people on future options: www.buzz.org.uk/category/your-future

UCAS guidance for students with disabilities: www.ucas.com/ucas/undergraduate/getting-started/individual-needs/students-disabilities

For professionals

Applying the Assess, Plan, Do, Review Cycle to Pupils with a Hearing Impairment:
www.ndcs.org.uk/media/4681/natsip_guidance.pdf

Careers Guidance for Further Education Colleges and Sixth Form Colleges:
www.gov.uk/government/publications/careers-guidance-for-colleges--2

Careers Guidance and Access for Education and Training Providers: Statutory guidance for governing bodies, school leaders and school staff: www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools

National Sensory Impairment Partnership Post-16 resources:
www.natsip.org.uk/post-16-16-25-years

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

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

Post-14 education and preparing for adulthood: www.ndcs.org.uk/post14

Supporting the Achievement of Deaf Young People in Further Education:
www.ndcs.org.uk/supportingachievement

National Apprenticeship Service: www.apprenticeships.gov.uk

National Careers Service: www.nationalcareersservice.direct.gov.uk

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

Acas guidance on disability discrimination: www.acas.org.uk/disability

If you're supporting a deaf young person with developing their independence, you might find the following lifestyle related resources useful:

Travel

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

Money/benefits

- › Life Skills created with Barclays: www.barclayslifeskills.com
- › Information on benefits: www.ndcs.org.uk/information-and-support/financial-support

Technology

- › Information on different types of technology: www.ndcs.org.uk/technology

Health

- › Information on moving onto adult audiology services: www.ndcs.org.uk/audiologyservice

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

Social and emotional support

- › Childline's information and videos for young people: www.childline.org.uk/info-advice
- › Signhealth BSL videos on mental health: www.signhealth.org.uk/health-information/health-advice/health-information-your-mind

For parents

Life Skills by Barclays Parent's Hub: www.barclayslifeskills.com/parents

Leaving school – what are the options for your deaf child? www.ndcs.org.uk/leavingschool

No Decision About My Education Without Me – Information for parents: www.natsip.org.uk/index.php/doc-library-login/mental-capcity-act-2005-1

Transferring to adult audiology services: www.ndcs.org.uk/information-and-support/childhood-deafness/audiology-services

No Decision About My Education Without Me – Information for parents: www.natsip.org.uk/index.php/doc-library-login/mental-capcity-act-2005-1

10 Templates

You can use the following tables to help guide students through the various stages, options and processes related to preparing for adult life.

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

Starting early (for children below Year 9)

✓	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/review 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>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>		

Next steps

✓	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 13)</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 coordinating 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 their needs?</p>		
	<p>Are they aware of the financial support that may be available to them in post-16 education? (see page 13)</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? 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 or 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 us

We're here for every deaf child who needs us – no matter what their level or type of deafness or how they communicate.

Visit our website www.ndcs.org.uk or contact our Freephone Helpline to find out how we can support your child at every stage of their life.

Join us for free and you'll be able to:

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- › borrow equipment through our technology loan service
- › read about other families' experiences in our quarterly magazine and email updates
- › access support.

**We are the National Deaf Children's Society,
the leading charity for deaf children.**

Freephone Helpline:

0808 800 8880 (voice and text)
helpline@ndcs.org.uk

www.ndcs.org.uk

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37–45 Paul Street, London EC2A 4LS

Tel: 020 7490 8656 (voice and text) Fax: 020 7251 5020

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For resource references or to give us your feedback email
informationteam@ndcs.org.uk.

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