

DEAF WORKS EVERYWHERE

**Deaf young people's experiences
of careers advice and support –
a closer look**



**National
Deaf Children's
Society**





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FOREWORD

It's disheartening and concerning to see that careers information, which is poorly tailored, outdated and unfit for purpose, is still an issue for deaf young people at a time when access for all is so heavily promoted.

Surely, as we move into further education and our careers, we should be able to focus on contributing our knowledge and skills, rather than struggling because our communication barriers haven't been addressed?

We're the Young People's Advisory Board (YAB), a group of 19 deaf young people aged 13 to 18. We come from different places around the UK and we have different levels of deafness and methods of communication. The board was set up to tackle the issues that we face in today's world and to provide recommendations on how to solve them.

Our report identifies issues that can limit a deaf young person's future and the choices they make. The evidence has come from Young Inspectors – members of the YAB who went into local schools and colleges to inspect their careers services – and regional consultations with deaf young people and professionals. We found that deaf young people are not being offered adequate careers advice and support, which is affecting their future prospects and confidence in their own abilities.

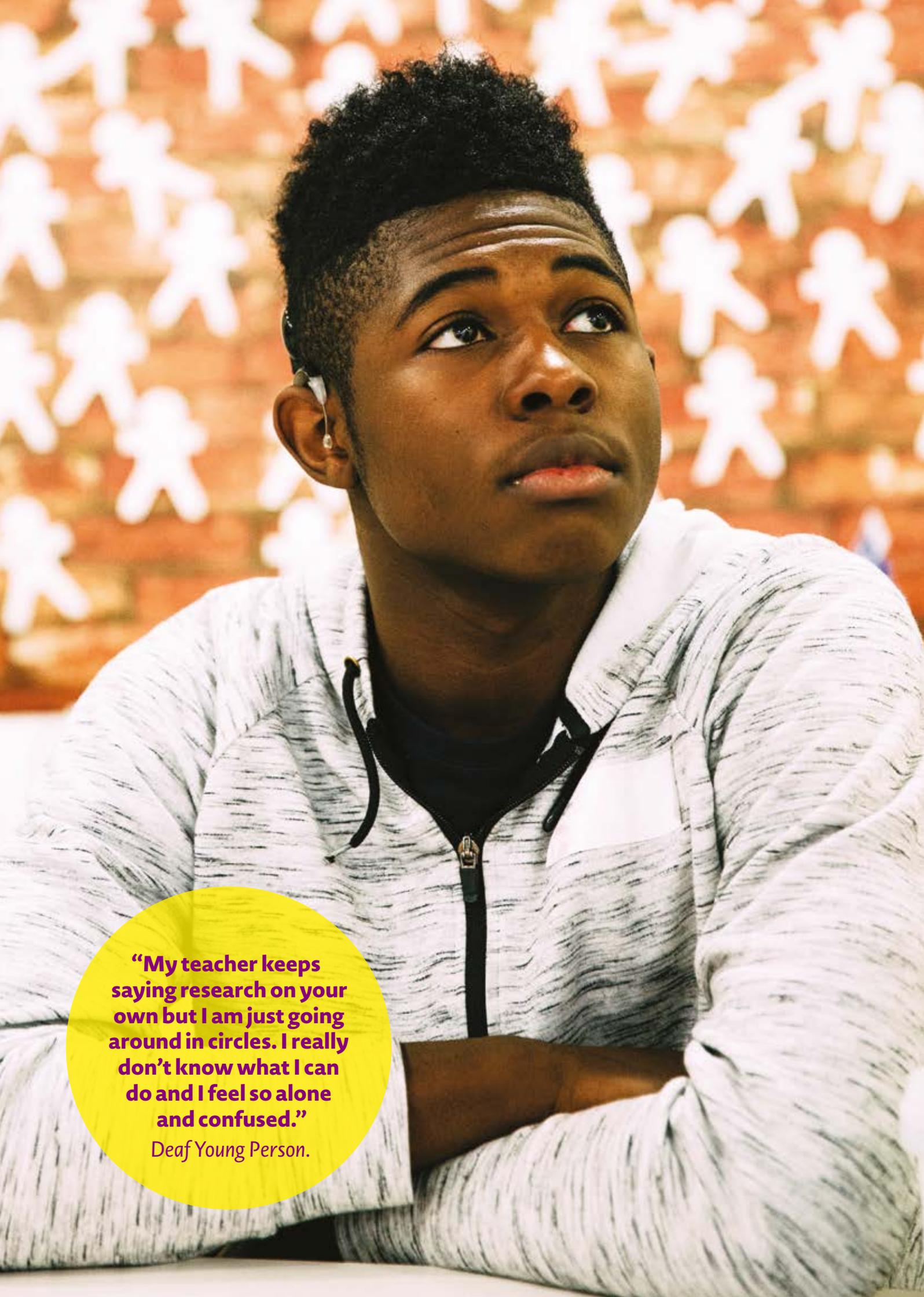
We're confident that this report will be a catalyst for change and that procedures will be put in place to ensure that deaf young people receive consistent and tailored careers advice, regardless of age or ability. We hope that more deaf young people get the information they need to make informed decisions around their futures, with a focus on Access to Work and their rights within the workplace. We also want to make sure that we get the right support, when we need it, so that we can reach our potential in education and the workplace.

In highlighting this widespread issue, we want to show how vital it is to listen to deaf young people across the UK. We're particularly proud of the part we've played in this campaign and what we've added to it.

We hope you, as the reader, reflect on this report and consider how things can change.

Thank you for reading,

Young People's Advisory Board



“My teacher keeps saying research on your own but I am just going around in circles. I really don’t know what I can do and I feel so alone and confused.”

Deaf Young Person.

INTRODUCTION

This report sets out the views and experiences of over 100 deaf young people across the UK on careers advice and support.

Young people have a right to high quality careers advice and support. However, research has found that young people often have negative experiences in this area and are not getting the same opportunities to move into the world of work. For example:

Data from the Equality and Human Rights Commission shows that deaf people are twice as likely to be out of work as their hearing peers.¹

A Freedom of Information request to the Department for Education revealed that 18-year-old deaf college students in England are 30% less likely to move into employment compared with young people without a disability.

Only 12% of parents of deaf young people aged 15 to 18 told us their child had received tailored careers advice that focused on their needs. 90% of parents told us they believed that their child's career options will be limited in the future (when in reality most career options are open to deaf people).²

Various research studies, including by the University of Manchester³ and the University of Edinburgh⁴, have shown that careers advice and support with the transition to adulthood can be patchy.

In a YouGov poll of teachers⁵, only 15% reported that they felt confident they could provide effective and tailored careers advice to deaf young people which would leave them well-informed about the support available to them in work. Additionally, 26% felt that their future careers options would be partly limited, whilst 2% thought they would be very limited.

This report adds to the body of evidence by setting out the views and experiences of deaf young people themselves. In particular, they told us that careers advice and support for deaf young people can be compromised by:

- absence of specialist and tailored careers advice
- limited aspirations for what they can achieve
- a lack of support to enter the workforce.

Failing to make sure that deaf young people receive high quality and tailored careers advice and support means they will be less likely to get the jobs they want and which will inspire them as they get older. Deaf young people will be denied the opportunity to make the fullest possible contribution to society.

¹www.equalityhumanrights.com/en/being-disabled-britain-supporting-data

²Results take from the National Deaf Children's Society membership survey, carried out in early 2019.

³Available from: www.ndcs.org.uk/research.

⁴Available from: www.ndcs.org.uk/research.

⁵Total sample size was 805 teaching professionals. Fieldwork was undertaken between 4 December 2019 and 23 December 2019. The survey was carried out online. The figures have been weighted and are representative of the teaching population by phase, region, age and gender.

About Our Campaign

Deaf Works Everywhere is our campaign to get more deaf young people into work – and into jobs that inspire them.

We're fighting for better careers support, more work experience and volunteering opportunities, and challenging expectations of what deaf young people can achieve.

We're also introducing a new pledge for public bodies to sign to show their commitment to better support for deaf young people.

Take a look at our website for more information and access to resources for deaf young people, parents and professionals.

ndcs.org.uk/deafworkseverywhere

About This Report – A Quick Note on Methodology

Our Young People's Advisory Board reached out to 107 deaf young people across the UK to collect evidence of their views and experiences of careers advice and support. This report summarises their views.

A summary of responses to the specific questions we asked is shown in **Annex A**.

With support from our Participation team, members of the Young People's Advisory Board carried out eight focus groups across the UK. Participants were aged between 12 and 25 years and ranged in their levels of deafness and communication approaches.

Focus groups were held in different education settings, including mainstream schools with resource provisions for deaf children and young people, special schools for deaf children, and youth groups for and attended by deaf young people.

The Young People's Advisory Board is made up of 19 deaf young people aged 13 to 18. Members of the Board also evaluated the careers support they received at their own schools. These evaluations and their valuable insights have also been used to inform this report.

Our Findings

Deaf young people told us candidly about their dreams and fears for their future. We have grouped their feedback under three themes:

Theme 1:

Absence of Specialist and Tailored Careers Advice

Theme 2:

Limited Aspirations

Theme 3:

A Lack of Support to Enter the Workforce

A common theme underpinning each of the above was the desire by the deaf young people we spoke to to be more involved in careers advice and support. This means making sure that they are driving and are at the heart of their own individual plans. It also means making sure that deaf young people are fully involved in wider decisions about how they are supported. This report shows the valuable insight and feedback that they can provide.

Thank You

We would like to thank all the young people who fed back their views and we would especially like to thank members of the Young People's Advisory Board for their tireless energy and commitment to representing and bringing together the views of deaf young people. Their hard work has made this report and the Deaf Works Everywhere campaign possible.

OUR FINDINGS

Theme 1: **Absence of Specialist and Tailored Careers Advice**

Deaf young people explained that they received careers support in a lot of different ways including:

- careers meetings
- personalised support plans
- lessons in the curriculum centred on general careers advice rather than being deaf-specific
- careers fairs
- assemblies, and hearing from former students.

Generally, however, deaf young people reported a number of challenges in accessing specialist and tailored careers advice. They also found that support could be patchy across the UK. This had the effect of undermining their confidence in and engagement with teachers and careers advisers.

30% of deaf young people told us they weren't confident in sharing their support needs with a careers adviser.



**“[There was]
nothing about being
hard of hearing, so I
just had to listen to my
teacher talk about the
Navy. Do they not know
I can’t do that?”**

Deaf Young Person.

Common Issues

Poor deaf awareness

Deaf young people in mainstream schools felt that their careers advisers did not have good deaf awareness. Deaf young people gave examples including not facing the deaf young person when talking or eating a sandwich during a meeting.

A lack of accessible information

Deaf young people told us that it was rare for any resources suggested to them by teachers or careers advisers to be accessible (for example, to have subtitles). This is despite the duties in place under the Equality Act (or the Disability Discrimination Act in Northern Ireland).

“There isn’t any information or resources in BSL [British Sign Language]; it’s my first language.”

“Everyone in my class loves it when the teacher says we are going to play a film, I don’t as I know it won’t have subtitles.”

There was one noticeable exception to this:

“Barclays LifeSkills is brilliant, it even had subtitles!”

Lack of awareness about technology and support in the workplace

Careers advisers and teachers often did not know what technology or support deaf young people could have in the workplace, which limited the quality of the advice they gave to deaf young people.

“I think it is very important for careers advisers, when they are taking into account what the person wants to do in the future, rather than just kind of saying, ‘oh yes, that means that the company will need good deaf awareness’, they need to actually pinpoint what might be needed and be honest that there might be some trouble with tech.”

“I would have preferred to have had their input and them recommending and telling me what options are available to me. But also for me to talk to them and say this is what I want to do – is there a way that I can get support for doing that?”

Having to repeat their stories

Deaf young people told us about their frustration in having to meet with different careers advisers and then having to repeat their history at each meeting. There appeared to be a lack of information-sharing and a failure to ensure a 'tell us once' approach.

“I don't want to have to tell everyone I am deaf all the time, why do I have to keep telling everyone?”

“Nervous to meet a new person and talk to them, prefer it to be someone else that I trust.”

Over-reliance on general careers information rather than tailored or deaf-specific information

Young people explained that their teachers mainly signposted to information from other websites about careers. This limited opportunities to ask questions, fully understand the options or to address any concerns they may have. Young people attributed this to a lack of capacity among teachers, but also a lack of understanding about support specifically for deaf young people.

“They showed me a website where I could pick my dream career. If I wanted that, I could have found it on Google myself.”

“They didn't care what I wanted to do, they didn't research anything into it, and did not give me very good advice. They said go on the website and that was it.”

Many deaf young people told us that they were given a careers quiz to help them decide what to do in the future. They felt this reduced the scope for tailored advice and sometimes resulted in inappropriate information being given. This did not help to ease any concerns young people had for their future.

For example, one young person reported that a quiz told them they should consider a job in the Navy, even though this is not currently available as an option for a deaf person in the UK. The young person reported that this made them feel worse; more demoralised about their deafness and deaf identity.

“Nothing about being hard of hearing, so I just had to listen to my teacher talk about the Navy. Do they not know I can’t do that?”

“It felt very general; I wanted to shout, ‘hello I’m deaf!’”

“I was in the room but didn’t really get a say.”

“I find it tricky when people ask what ‘support’ I want. I really don’t know how much, and if I am being annoying by listing things I like or don’t like. How much can I say? What do I say? And when do I say it?”

Schools in England are expected to follow the ‘Gatsby Career Benchmarks’⁶ in how they provide careers advice. One of the benchmarks requires the provision of tailored careers advice. When members of our Young People’s Advisory Board asked their careers advisers about Gatsby Benchmarks, they all knew about them. However, when they looked at their own schools, members of the Young People’s Advisory Board were unable to find any information online about how their school was meeting the Gatsby Benchmarks.

45% of deaf young people told us that they hadn’t been provided with support by their school or college to help them think about choices for the future.

Not all experiences were negative. Deaf young people in special schools or schools with resource provisions were more positive about the support they had received.

Examples included:

- Inviting deaf adults to talk to deaf young people about their career pathways.
- Where deaf young people used British Sign Language (BSL), receiving advice directly from someone who could communicate in their language.
- One deaf young person had set up their own deaf support group where students across the school shared what they’d learnt about different career options with each other.
- Another deaf young person used an “I’m deaf” card which included information on their communication needs. This helped them feel more confident in engaging with careers advisers.

⁶ www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks

“My college had a careers day where parents and deaf people who work came in. It was nice to see what jobs people can do.”

“Deaf people get it; they get that it’s hard as a deaf person. My hearing teacher doesn’t get that. I want to speak to people who get it.”

“Today is the first day I have met other deaf people. Why can’t I meet other deaf people every day?”

Snapchat (75%) and Instagram (73%) were identified as the best ways of reaching deaf young people on careers advice and support. Other popular options were: hearing from other deaf people (66%), vloggers (61%), YouTube (54%) and Google (52%).

CASE STUDY: ROYAL ASSOCIATION FOR DEAF PEOPLE (RAD)

One deaf young person was particularly complimentary about the support they had received from RAD after they had visited their school. RAD provided one-to-one support, advice and mentoring, using careers advisers who were deaf themselves or fluent in BSL.

“RAD was really cool – every week we meet and she helps with what I want to do in the future, how to do my CV, interview help and even about what money I get as a deaf person so I can have an interpreter. I love it when she comes in every week.”

Some deaf young people mentioned careers fairs as a useful opportunity to find out about future career options. However, there was concern that they were not always accessible or deaf-friendly. For example, it could be difficult to have conversations with representatives where there was lots of background noise.

Lack of information and support for parents

Deaf young people told us that they often relied heavily on their parents for support and information on their career and their future. However, direct engagement with parents by schools or colleges was limited. This often meant that teachers and parents gave conflicting information about careers and futures. It also meant that most information shared by parents often tended to be more anecdotal and informal. This sometimes left young people feeling unsure about what support they could have and what they could do.

“My parents got told we were having a careers day by letter, but that was it.”

“My parents only meet with my teachers on parents’ evenings. Sometimes we speak about careers in that.”

Parents who were BSL users faced challenges accessing parents’ evenings and careers evenings, creating a disjointed support process.

“At my school the teachers would only pay for interpreter for parents’ evening or careers talk evening. Not both. My parents don’t know which one is best to go to and I want my parents’ help.”

“My parents got given a booklet but they couldn’t understand it.”

In some cases, deaf young people reported that their parents were provided with more in-depth or tailored information. For example, some schools and colleges hosted evenings for parents and carers about careers support and gave parents a booklet for revision tips and career options. Deaf young people were positive about this, and felt this opened up dialogue between young people, parents and teachers, and made it easier for them when considering future options.

“My parents came into school for a careers night. There were loads of different careers there and I could go around with my parents and chat about what I would like to do.”

“My parents met with my teacher who did a presentation about careers... I liked being in the meeting so I know what my parents and teachers can help with.”



**“I really want
to be a watchmaker,
and fix different watches
like Rolexes! My teacher
told me that people would
not understand me so
I couldn't do that job”**

Deaf Young Person.

Theme 2: Limited Aspirations

Deaf young people felt that aspirations around their future careers were lower than those for their hearing peers.

Many deaf young people felt steered away from their dream roles from teachers, and parents who focused more on what they couldn't do as opposed to what they could do. Young people shared candid experiences of when the assumptions of what deaf young people could and couldn't do formed the narrative of their careers advice.

“It makes you feel angry, it doesn't seem right, just because we can't hear doesn't mean we have different abilities.”

Deaf young people told us about the low aspirations they'd seen across the board, from families, careers advisers, teachers and employers.

“A careers adviser once said to me, when I told them I wanted to study law, ‘Do you really think you can do that?’”

“I went to a careers fair and someone was there from the police and they said, ‘You are deaf, you cannot work for us’. But my dad is deaf and he works for the police!”⁷

“I really want to be a watchmaker, and fix different watches like Rolexes! My teacher told me that people would not understand me so I couldn't do that job.”

Inevitably, some deaf young people had low aspirations themselves about what they could achieve. A number evidently did not feel confident about their future prospects.

48% Nearly half of deaf young people thought that communication barriers would make it harder for them to get a job.

Facilitator: ‘Can deaf people be a midwife?’

Deaf young person: “No we can't”

Facilitator: “Why?”

Deaf young person: “Well... because we are deaf, it would be too noisy.”

⁷Whilst some deaf young people may not be permitted to be police officers, there is a range of other jobs in the police force that they can do.

In fact, a number of deaf people have already shown that it is possible to work as a midwife. That the deaf young person above thought otherwise, shows the importance of broadening deaf young people's aspirations.

28% Over a quarter of deaf young people told us that they didn't feel confident about themselves or the future.

Some deaf young people, particularly in rural areas, reported feelings of isolation, additional barriers and feeling more limited when considering their future career options.

“I got the impression, when I went to see my careers adviser, that I couldn't branch out that much because I live in quite a rural area. It was mainly about farming and agriculture. That is not for me. I want to go down to London or do something different and go away from where I'm living, but they had the impression I would stay there.”

Opportunities to meet other deaf young people helped to address these particular feelings of isolation.

“When I met other deaf people it was quite nice because I found out that they had the same problems that I did. Being in Cornwall, it is quite cut off and hard to access things, and they had that too. I was so surprised at how similar we were and how we struggled with the same things.”

Destinations

Feedback from young people suggests that many are being ‘nudged’ towards college and a more vocational approach. This reflects findings from other research which found that deaf young people were being steered to specific choices without the full range of options being properly discussed. Post-16 academic routes for those who do not achieve five GCSE passes (or Scottish equivalent) are limited. This is not an issue specific to young people who are deaf. However, with GCSE/national attainment being lower amongst deaf young people, they are disproportionately affected. Additionally, deaf young people reported that they sometimes felt they were steered towards colleges with more limited course options but which were known for having deaf support teams.

When asked about plans for the future, 42% of deaf young people told us they planned to go to college. Thirteen percent planned to undertake an apprenticeship, 12% planned to go to university whilst 10% were going to get a job. Eight percent planned to volunteer or travel, whilst 15% said they didn’t know.

Across the consultations a range of young people reported that their parents encouraged them to think about vocational courses only, and to study Functional Skills Qualifications (as an alternative to GCSEs). In some cases, this didn’t seem to match the aspirations that deaf young people held for their futures.

“I went to parents’ evening with my mum and she said I need to go to a new college because there are not any jobs for me.”

Sometimes this reflected a perception that deaf young people would receive better support in a college setting and, by implication, less support in other education settings.

In other cases, deaf young people’s choices were limited by what was available. For example, one young person told us that they wanted to study GCSEs but that it was easier for the school to manage a whole class completing alternatives to GCSEs. Elsewhere, deaf young people also told us that work experience placements were determined by what was available rather than what might help the deaf young person.

“My school said I couldn’t arrange my own work experience and instead I have to do it in a supermarket, but I actually want to be a vet. Why do I have to go and do work experience at a supermarket when I never want to work there?”

Declaring their deafness

Deaf young people had mixed feelings on whether they should declare their deafness when applying for jobs.

63% of deaf young people told us they wouldn’t declare that they were deaf on a job application.

Deaf young people gave a range of insightful comments about this issue.

“If you put you are deaf on your CV, you may feel you are less likely to get a job. But if you don’t put that you are deaf on your CV, you might think there’s more chance of getting that job. Then if you go into the interview and tell them that you’re deaf, it’s too late for them to turn you down for an interview; you’ve already got the interview secured.”

“I think quite often people are afraid to say they are deaf because they might not get the job. But that’s absolute rubbish, because if they are not gonna accept that you are deaf, then it’s not a good enough place for you to work at and they will end up horrible to you. There are better places to work. If they don’t accept it when you first start, they are not going to change their attitude that much, so find another place.”

What we think – should deaf young people tell their employer they are deaf when they apply for work?

This is a difficult question and, as shown above, many deaf people have different views on it. Some people prefer to wait before saying they are deaf. Others feel it is better to be open about being deaf from the start so you get the support you need at interviews.

One key thing to bear in mind is that if deafness is not declared, communication support or any other support that deaf young people may need to do their best at the interview, will not be available.

There is no right or wrong answer. We advise deaf young people to think carefully and decide for themselves, or speak to a friend, family member or someone they trust for advice if unsure.

Deaf Works Everywhere launch video

Our short video, co-produced with our Young People's Advisory Board seeks to broaden the aspirations of deaf young people by showcasing the breadth of jobs that deaf people currently do.

Watch online at: ndcs.org.uk/deafworkseverywhere



“Basically I feel like I am the problem, but I know that isn’t true. It is the situation that is the problem...”

Deaf Young Person.

Theme 3:

A Lack of Support to Enter the Workforce

Whilst some deaf young people were optimistic and confident that their deafness would not impact on their future employment prospects, other deaf young people shared with us a mix of concerns around the support they would receive in work.

In some cases, these concerns arose out of work experience placements that did not go well or that deaf young people were not well-prepared for.

“I am afraid of things I struggle with at school happening again at a placement.”

“I was too nervous to say that I couldn’t understand them. I never told them I was hard of hearing and just kept missing conversations.”

“I felt really anxious.”

Another source of anxiety was a lack of information or understanding of what support would be available to them, and also their rights as deaf people. In a number of cases, it was clear that deaf young people had not been provided with any information in this area.

“I don’t know what support I can have so I don’t know what to do in the future.”

“Sometimes I think that the problem is that when you go into work and they ask you what you need, you don’t know what support would be ideal, for the work. So then I guess you need to have the conversation with your employer just to say, ‘I actually don’t know, but can we work together to try some things out and eventually we will get to it?’”

“I regret not telling my work what support I need, but how do I tell them? It’s easier to say that’s fine and just carry on.”

“Basically I feel like I am the problem, but I know that isn’t true. It is the situation that is the problem, but I’m deaf and in the centre.”

We were particularly surprised about the lack of awareness of the Access to Work government scheme, which can be used to fund the cost of communication support in the workplace. Many young people seemed to falsely assume that it was something that would be arranged for them without them having to do anything.

90% of young people didn't know what Access to Work was.

“I don't know how to set up Access to Work – is this something the workplace does for us?”

Some young people assumed that support received at school would stop when going into full time work.

“I think you can only get support at school and then when you are at work you have to pay for it yourself.”

So what is Access to Work?

Access to Work is a government scheme that deaf people can apply for to pay for things in the workplace like interpreters and notetakers. It can also be used to pay for support in interviews. In some circumstances, it can be used to pay for work experience placements where there is a reasonable prospect of paid employment at the end of the process.

Access to Work is in addition to the steps and reasonable adjustments that employers are expected to make.

Access to Work is an incredibly valuable and important source of support. However, it is not without its problems. We estimate that less than 5% of moderate to profoundly deaf people of working age are currently benefiting from the Access to Work scheme. There are also concerns that the scheme can sometimes be bureaucratic and not particularly supportive or focused on the needs of people entering the workforce for the first time.

**More information about Access to Work can be found at:
www.gov.uk/access-to-work.**

It was also clear that many deaf young people didn't have a clear understanding of what technology would be available to support them in the workplace.

75% of deaf young people didn't know or weren't sure what technology was available to support them in work.

This lack of knowledge in some cases generated anxiety about their future work options.

"It was my teacher who spoke to me about careers so she kind of knew me and she kind of knew what my hearing requirements were. But I don't think she understood how the equipment could help me."

"How could I do a job in an office when I would have to speak on the phone?"

"Will my manager fire me if I don't use a phone?"

We think it's important that deaf young people know and understand their rights under the Equality Act (or the Disability Discrimination Act in Northern Ireland). We believe that this can help raise their confidence, whilst ensuring they get the support they need and are able to challenge discrimination. However, when asked about this, many deaf young people simply said they didn't know about their rights.

63% of deaf young people either didn't know or weren't confident they understood their rights in the workplace.

In one example, it was apparent that a deaf young person did not know about their rights to reasonable adjustments in any performance assessments.

"I had an interview and we were talking about subjects and things like that. But my deafness didn't really come into it. Things like the listening tests and languages – my mum had to go and speak to them separately, as they didn't consider that when they were meant to."

How we can help

We want to play our part in making sure that deaf young people get the careers advice and support they need.

We produce a range of information and tools for deaf young people, parents and professionals:

For deaf young people:

ndcs.org.uk/workandcareers

For parents:

ndcs.org.uk/leavingschool

For professionals:

ndcs.org.uk/post14

Contact us for more information or advice through our **Freephone Helpline at 0808 800 8880** or via www.ndcs.org.uk/helpline.

ANNEX A

Key Statistics from Focus Groups with Deaf Young People

Table 1: Confidence of deaf young people in sharing what they want to do in the future with someone

VERY CONFIDENT	A LITTLE BIT CONFIDENT	CONFIDENT	NOT VERY CONFIDENT	I DON'T KNOW	NOT THOUGHT ABOUT IT
5%	20%	30%	35%	5%	5%

Table 2: Confidence of deaf young people in sharing their support needs with a careers adviser

VERY CONFIDENT	A LITTLE BIT CONFIDENT	CONFIDENT	NOT VERY CONFIDENT	I DON'T KNOW	NOT THOUGHT ABOUT IT
5%	10%	20%	30%	35%	0%

Table 3: Views on whether schools/colleges had provided support to help think about choices for the future

SUPPORT PROVIDED	SUPPORT NOT PROVIDED	NOT SURE
35%	45%	20%

Table 4: How deaf young people would like to receive careers advice and support

CONTENT TYPE	AMOUNT OF YOUNG PEOPLE
VLOGGERS	61%
DEAF PEOPLE COMING IN TO TALK TO YOU	66%
CAREERS ADVISERS WHO ARE DEAF	50%
WEBSITE WITH QUIZZES AND GAMES ON IT TO MAKE IT FUNNIER	50%
BRITISH SIGN LANGUAGE (BSL) VIDEOS	40%
YOUTUBE	54%
INSTAGRAM	73%
SNAPCHAT	75%
GOOGLE	52%

Table 5: How confident deaf young people feel about themselves and their future

VERY CONFIDENT	A LITTLE BIT CONFIDENT	CONFIDENT	NOT VERY CONFIDENT	I DON'T KNOW	NOT THOUGHT ABOUT IT
10%	15%	37%	28%	10%	0%

Table 6: Confidence of deaf young people in sharing what they want to do in the future with someone

COMMUNICATION BARRIER	CANNOT USE THE PHONE	EMPLOYER WOULD PICK A HEARING PERSON	EMPLOYER WON'T PAY FOR COMMUNICATION	DON'T HAVE THE GRADES	HARD FOR ANYONE TO GET A JOB
48%	11%	4%	7%	15%	15%

Table 7: Deaf young people's plans for the future

GOING TO COLLEGE	APPRENTICESHIP	UNIVERSITY	GET A JOB	VOLUNTEER	TRAVEL	DON'T KNOW
42%	13%	12%	10%	4%	4%	15%

Table 8: Deaf young people on whether they would say they were deaf on a job application

YES	NO	MAYBE	NOT SURE
27%	63%	0	10%

Table 9: Proportion of deaf young people reporting they knew what Access to Work is

YES	NO
10%	90%

Table 10: Proportion of deaf young people reporting they knew what technology was available to support them in work

YES	NO	NOT SURE
25%	40%	35%

Table 11: Proportion of deaf young people who knew about the following types of technology support

	SPEECH-TO-TEXT REPORTER⁹	ROGER PEN¹⁰	STREAMERS¹¹	RELAY SERVICE¹²	LOOP SYSTEM¹³
Proportion Of Deaf Young People Who Knew And Understood What This Was	10%	80%	80%	20%	20%
Proportion Who Knew The Name But Didn't Know What It Was Used For (Where Applicable)	-	-	-	15%	45%
Proportion Who Didn't Know What This Was	90%	20%	20%	65%	35%

Table 12: Deaf young people's confidence and understanding of their rights

VERY CONFIDENT	A LITTLE BIT CONFIDENT	CONFIDENT	NOT VERY CONFIDENT	I DON'T KNOW	NOT THOUGHT ABOUT IT
2%	20%	15%	3%	60%	0%

⁹A speech-to-text reporter (STTR) provides communication support for deaf people. They type up everything that's being said in a meeting or lecture word-for-word using a special keyboard. The text appears in real time on a laptop, projector or tablet screen where the deaf person can see it.

¹⁰A Roger Pen is a type of radio aid, commonly used by many deaf young people in education. Radio aids are used to transmit speech directly to a young person's hearing aid or cochlear implant.

¹¹Streamers are used to wirelessly link hearing devices to other technology products, for example smartphones, tablets, or the TV. This means young people can listen directly to, for example, YouTube videos.

¹²A relay service usually relies on a third person being involved in voice or video calls. Their role is to translate between the two people having a conversation so that both can fully understand the other and have a productive conversation. Commonly, relay services work between speech and text and between British Sign Language (BSL) and spoken language.

¹³Loop systems directly transfer sound from a particular source to a hearing aid or implant which has a particular 'T programme' set up to receive sound in this way. This can make sound much clearer and reduce the impact of background noise. Some of these loops can be used for speech and others can be connected to the TV, music or other entertainment devices.



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

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