

Highlights of the Moving On survey

Capturing young people's views as they transition to adult services

Purpose

The Moving On survey was developed by the National Deaf Children's Society in 2022 in response to a need for increased contribution from deaf young people at Children's Hearing Services Working Groups (CHSWGs). The survey aimed to collect the views of young people as they transitioned to adult services and offered an opportunity for deaf young people to contribute meaningful service user experience to their local CHSWG, while offering anonymity to the young person.

Capturing the views of deaf young people is pivotal in understanding the true impact of services on the lives of deaf children and young people. The views and reflections of deaf young people about their journey through education and audiology to the point of transition can inform positive changes for children and families who are starting their journey in early years right through to their transition to adult services and work.

Responses

- Forty-seven survey responses were received over nine months, ending June 2023. Thirty-three CHSWGs (28/111 England, 4/14 Scotland and 1/7 Wales) received one or more responses from deaf young people about their experience of education, children's audiology and transition to work.
- The online survey reflected opinions from young people aged 16 to 25.
- Thirty-three were hearing aid wearers (70%), seven had cochlear implants (15%), two had a hearing aid and cochlear implant (4%), four reported they had a bone-anchored hearing aid (commonly known as a BAHA) (9%) and one young person didn't use hearing technology (2%).
- A range of school settings were represented by respondents.
- Ten young people (21%) shared that they were the only deaf pupil at their school.

Key highlights

➤ The influence of being in a setting where they are not the only deaf young person

All of the 14 young people who told us they used sign, or a combination of speech and signing in one or more situations (at home, with friends, at school, college, university or at work) had been at school with other deaf children.

Deaf young people who weren't the only deaf child at their school gave a higher rating of how many opportunities they had had to discuss issues and ideas with other deaf pupils, than young people who were the only deaf child at their school.

➤ Young people's experience of deaf awareness

Deaf awareness was a key theme that came through in the results **for audiology and education services.**

Audiology:

Here are some examples of the 24 statements describing experiences relating to deaf awareness that young people wished audiology would do better or stop.



Education:

- 19/47 (40%) reported that most or none of their class teachers showed good deaf awareness.
- The majority, 20/29 (69%) of young people with a Teacher of the Deaf (ToD) reported that most or all of their teachers showed good deaf awareness. However, 9/29 (31%) shared that most or all of their class teachers didn't show good deaf awareness despite having a visiting ToD. Six of these weren't the only deaf child at their school.
- Only 12/42 young people experienced teachers with the same level of good deaf awareness from primary to secondary school. None of the young people reported an improvement at secondary school.

Forty-six young people told us one thing they wished their teachers had done better. Of the three main themes they mentioned (deaf awareness, use of technology and support including use of British Sign Language) deaf awareness was mentioned most (40% of statements).

Here are some of the statements from young people about deaf awareness that they wished their teachers had done better:



➤ **Transition to adult audiology**

Young people need to understand what to expect when they move from paediatric to adult audiology services to become more independent in managing their audiology care.

- Thirty-two young people aged 18 or above responded to a question asking whether they were offered an appointment to discuss the changes in service before they moved to adult audiology. Of these, 63% told us they weren't sure or hadn't been offered an appointment.
- Of the 16 young people who told us about their experience of their audiology transition appointment, 10 told us the experience had been positive.

On average, using a five-point scale, young people (aged 18 to 25) didn't report high levels of confidence (2.4/5) to independently book an appointment with audiology.

➤ **Supporting young people to become experts in their own deafness**

Forty-five young people told us whether their audiologist had supported them to understand what their audiogram told them about their hearing. Of these 31.1% told us they weren't sure, or they hadn't received support from their audiologist.

➤ **Young people's preparedness for work is everybody's business**

Young people shared concerns about how confident they felt about their future and what they considered were barriers to work. The key areas of concern were preparation for work, inclusion in the workplace, employability, workplace support and workplace communication.

- 53% of young people told us they weren't sure or wouldn't tell a potential employer about being deaf when they were applying for a job. Only 52% reported they knew what reasonable adjustments they could ask for at work and only 57% told us they knew what Access to Work was.
- Only one young person found out about Access to Work from their audiologist, and one young person found out about it from their Teacher of the Deaf (ToD) at college. Interestingly no two respondents found this information from the same source.

➤ **Confidence in providing feedback**

On average, using a five-point scale, young people didn't report high levels of confidence to feedback to audiology either during (2.6) or after (3.3) their appointment.

➤ **Knowledge of assistive technology and support**

Young people were asked what hearing technology and support they used and if they knew what technology could support them at work. The survey responses highlighted the need for services to identify gaps in young people's knowledge of what assistive technology and human support (BSL interpreter, notetaker, palantypist etc) they could consider at the next stage of their education or work life. This would empower young people to optimise their access to work, education and social situations to further unlock their potential.

Deaf awareness: Seeking deaf young people's views about their experience of deaf awareness will help inform training needs locally.

Becoming experts: Although two-thirds of young people reported audiology had supported them to understand their audiogram, there is still progress to be made. Understanding their audiogram will help young people develop as experts in their own deafness/hearing loss. It will also help them evidence their need for appropriate support and equipment throughout their life and improve other people's understanding of their deafness.

Ready for work: It is important for deaf young people to understand their rights when applying for a job. Ensuring they understand the obligations of employers to provide equal opportunities, will enable them to feel confident about being equally valued in the workplace alongside hearing colleagues. There may be need for local services to have greater understanding of who provides this information to young people as they transition to part-time or full-time work and how they can support this.

Increasing young people's knowledge about different assistive technology and human support that can be accessed through the Disabled Students' Allowance for Higher Education and Access to Work when entering employment, is an important part of transition.

Ready to feedback: Audiology services may want to consider co-producing a feedback mechanism with young people to see if it improves young people's confidence to provide feedback. This will support and inform audiology services' continuous improvement of deaf awareness and the experience of deaf children, young people and adults.

Gaining feedback from deaf children and young people about their experience in the school setting, what teachers do well and what they wish they would do better can inform Teachers of the Deaf and special educational needs coordinators about what training to deliver to class teachers to meet the needs of students.

What next?

We have created a template of the survey for Children's Hearing Services Working Groups (CHSWG) to download from our website to use locally or act as inspiration for services to design their own survey for young people. This can be found in the resources section of our CHSWG pages: ndcs.org.uk/our-services/improving-local-services/childrens-hearing-services-working-groups-chswgs/#resources.

Resources to support young people's transitions can be found on our website:

- ndcs.org.uk/nextsteps
- ndcs.org.uk/information-and-support/childhood-deafness/information-for-deaf-young-people/