

Children's Hearing Services Working Groups

Capturing young people's views as they transition beyond secondary education – National Deaf Children's Society Moving On survey.

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Introduction

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 collected the views of deaf young people aged 16 to 25. It offered an opportunity to reflect on their experience of children's audiology, education and preparedness for work and careers. Their anonymous responses were shared with their local CHSWG.

This poster highlights the key themes from the survey about education and preparedness for work.

Method

The survey was shared with young people by the National Deaf Children's Society's Participation team, and in our termly updates for CHSWGs.

The survey covered questions about education, work and audiology.

Forty-seven survey responses were received over nine months, ending June 2023.

Responses were identified by their nearest CHSWG. Thirty-three CHSWGs (28/111 in England, 4/14 in Scotland and 1/7 in Wales) received one or more survey responses from deaf young people about their experience of education, audiology and preparedness for work and careers.

Young people were asked to tell us one thing their class teachers did well.

Some examples are:

"Knowing I lip-read."



"My teachers wore my radio aid, and some teachers were particularly helpful."

"Repeats back answers given by students sitting far away from me."

"One wrote notes whenever she used a video for me and always made sure they were captioned."



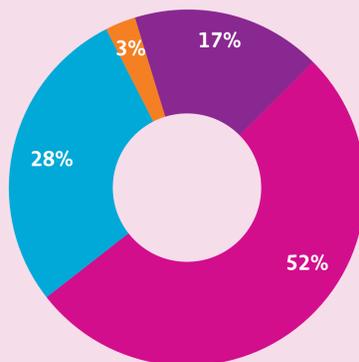
"Let me move to best place so I could learn."

Key themes

Deaf awareness of class teachers

Thirty-two percent (out of 47) told us most of their class teachers didn't show good deaf awareness and 8% (out of 47) of young people reported that none of their class teachers showed good deaf awareness.

The majority of young people with a Teacher of the Deaf (69% out of 29) reported that most or all of their class teachers showed good deaf awareness.



- All class teachers showed good deaf awareness
- Most class teachers showed good deaf awareness
- Most class teachers didn't show good deaf awareness
- No class teachers showed good deaf awareness

Only 29% (out of 42) of young people experienced teachers with good deaf awareness at primary and secondary school. None of the young people reported an improvement at secondary school.

One thing young people told us class teachers could do better:

Forty-six young people responded to this question. There were three main themes:

- ★ deaf awareness
- ★ use of technology
- ★ understanding support needs (including use of British or Irish Sign Language).

Deaf awareness was mentioned most (40% of statements).

Class teachers knowledge of assistive technology and support

The results indicate an association between having a Teacher of the Deaf and a class teacher's increased ability to use assistive technology well or very well to support deaf young people in class. 74.1% of children who had a Teacher of the Deaf said that their class teacher used assistive technology well or very well.

However, having a Teacher of the Deaf did not guarantee a class teacher's competency in using assistive technology. 25.9% of those with a Teacher of the Deaf reported their teachers didn't do very well or did very badly at using technology to support them in class.

Survey responses identified gaps in young people's knowledge about what assistive technology (radio microphones, captioning software etc) and human support (British Sign Language interpreter, notetaker, palantypist etc) they might want to consider at the next stage of their education or work life.

Use of sign language – the influence of being in a setting with deaf peers

All of the 14 young people who told us they used sign language, 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.

Many young people may not have had the opportunity growing up to learn sign language. Therefore, the data will reflect deaf young people's access to sign language, not necessarily their preferences.



Preparedness for work

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 preparedness for entering the workplace, inclusion, employability, workplace support and communication.

Fifty-three percent 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.

Only 57% told us they knew what Access to Work was. Only one young person found out about Access to Work from their Teacher of the Deaf. No respondents got information on Access to Work from the same source.

Conclusion and recommendations

- It is important to evaluate the impact of deaf awareness training in schools by seeking deaf young people's views about their experience.
- Having a Teacher of the Deaf appears to increase a class teacher's ability to use assistive technology well, however, there is still progress to be made. A class teacher's competency in using assistive technology may influence young people's opinion and use of the equipment.
- As part of preparation for adulthood it is important to increase young people's knowledge of assistive technology and human support available via services such as the Disabled Students' Allowance and Access to Work.
- It is important to identify if deaf young people in settings where there are no deaf peers would like to learn British Sign Language.
- Deaf young people need to be confident in understanding their rights when applying for a job, ensuring they understand the obligations of employers to provide equal opportunities. Local services need to understand who provides this information locally and how they can support this.
- Capturing the views and reflections of deaf young people about their journey through education is key to influencing positive changes to the pathway for deaf children and their families from early years right through to their transition to adult services and work.

What next?

- We have shared a summary of the 47 survey responses with CHSWGs, highlighting the main themes from the survey. This summary is on our CHSWG web page.
- We have created a template of the survey questions for CHSWGs to download from the National Deaf Children's Society website to use locally or act as inspiration for services to design their own survey for young people.



Find out about your local CHSWG by emailing localengagement@ndcs.org.uk or scan the QR code to visit our CHSWG pages.