

Deaf-friendly teaching

For further
education staff



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A note about terms

The National Deaf Children's Society uses the word 'parent' to refer to all parents and carers of children and young people.

We use the term '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.

1 Introduction

With the right support, deaf young people, including those who are profoundly deaf, can progress into higher education and fulfilling employment.

This resource is aimed at further education staff who would like practical guidance on meeting the needs of deaf young people. It is relevant to education providers across the UK including further education colleges, sixth form colleges, studio schools and university technical colleges.

The aim of this resource is to help you:

- understand the implications of deafness on language and learning
- provide advice on how to help a deaf student make a successful transition into further education and beyond, such as higher education, apprenticeships and employment
- take the measures required to enable a deaf student to succeed. This includes the reasonable steps required under the Equality Act (2010) (or the Disability Discrimination Act (1995) in Northern Ireland) to ensure that deaf students are not treated less favourably than other students.

i This resource has been designed to complement the Education and Training Foundation's publication *Stepping Up: Quality Standards for Young Deaf Learners in Further Education*. The publication outlines six quality standards to ensure greater consistency of provision and improve outcomes for deaf young people. It is supported by case studies and further resources. You can download the standards from: www.excellencegateway.org.uk/content/etf3055.

Appendix 2 in this resource is a table that educational settings can use to evaluate how you meet each standard, and practical steps you can take to meet these six quality standards.

2

Types of deafness and hearing technology

Deafness is not a learning disability and deaf students have the potential to achieve as much as any other student, given the right support and access to the curriculum. However, deaf students may experience particular challenges, as most teaching and learning takes place through seeing and hearing.

Levels and types of deafness

There is considerable variation in the levels and types of deafness. Deaf young people may have a permanent mild, moderate, severe or profound hearing loss in one or both ears, or a temporary loss such as glue ear.

There are two main types of deafness:

- **Sensori-neural deafness:** due to an issue with nerves in the inner ear where the cochlear is not functionally normally.
- **Conductive deafness:** due to an issue with the outer or middle ear preventing sound from travelling through to the inner ear. It is usually temporary but can be permanent. Glue ear is a common form of conductive deafness.

Levels of deafness:

Deafness is measured in two ways:

- How loud the sound has to be so that the young person can hear it, measured in decibels (dB).
- Which frequencies (pitches) the young person can or cannot hear, measured in hertz (Hz).

Each young person's deafness is different depending on which frequencies are affected and how loud a sound has to be before they can hear it.

Few young people are totally deaf. Most can hear some sounds at certain pitches and volumes, known as 'residual hearing'. There are different degrees of deafness which are classified below.

Mild deafness

Many deaf young people with mild deafness may not use hearing aids. The impact of mild deafness can, however, be significant.

- Students can usually hear everything that is said to them in a quiet room but not if there is background noise or if they are far away from the speaker.
- A student is not likely to be able to follow a whispered conversation.

Moderate deafness

- Most students with moderate deafness will wear hearing aids.
- Without hearing aids, they may struggle to follow what someone is saying, particularly if the person is not speaking clearly.
- With hearing aids, they are likely to be able to follow a conversation in a quiet room.
- They will find it extremely difficult to follow a conversation in a large group if there is background noise or if they are far away from the speaker.

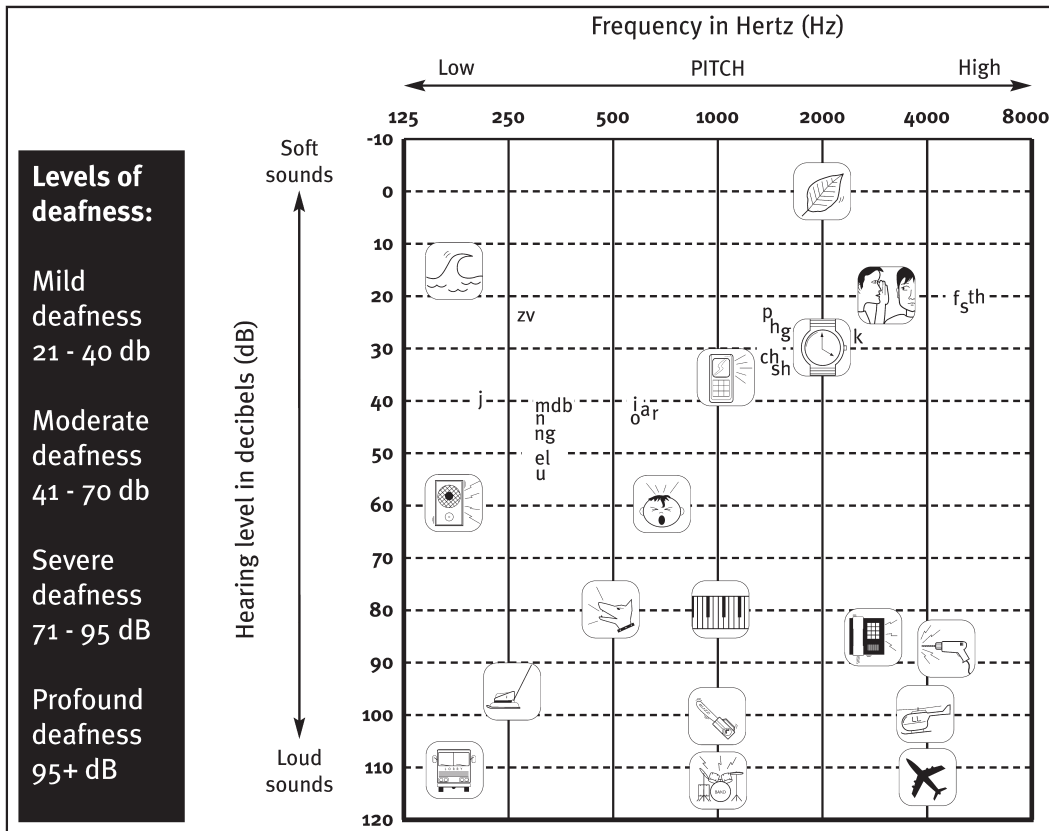
Severe deafness

- A student will be unable to access conversation at normal levels without hearing aids, but may be able to hear loud sounds such as a dog barking or a drum.
- With hearing aids, most students will be able to understand someone speaking in a quiet room provided the speaker is within two to three metres of them.
- A student may require communication support or additional technology (eg a radio aid) to understand speech in the presence of background noise, or to follow a group conversation. For further information about additional technology, see p. 25.

Profound deafness

- Many profoundly deaf students will use hearing aids or a cochlear implant. For more information about hearing technology, see p. 9.
- Without a cochlear implant or hearing aids, a student will not be able to hear speech or other sounds. They may be able to feel very loud sounds such as a lorry passing them in the street.
- Even with hearing aids or cochlear implants, a student may require communication support such as a sign language interpreter or a speech to text reporter to access speech, especially where there is background noise or within a group conversation. For more information about communication support, see p. 30.

Visual representation of the loudness and pitch of a range of everyday sounds



Unilateral deafness

This is when someone has little or no hearing in one ear but ordinary levels of hearing in the other. The student will find it difficult to localise sound. They may find it harder to understand speech when there is background noise or follow group conversations.

Auditory neuropathy spectrum disorder

Auditory neuropathy spectrum disorder occurs when there are faults which affect how sound is transmitted along parts of the auditory nervous system. It affects the brain’s ability to process all sound, including speech. Students will experience fluctuating hearing levels and often find it difficult to access speech, especially in the presence of background noise. Some students with auditory neuropathy spectrum disorder will use hearing aids; others will not find them beneficial and therefore not use them.

Hearing technologies

Most deaf young people use personal hearing technology supplied by the NHS, such as hearing aids, bone conduction hearing implants or cochlear implants. These are used to improve a deaf young person's access to sound, but won't give them 'normal' or 'typical' hearing. In particular, a deaf person may not hear speech clearly or loudly enough to understand it without lip-reading.

Some deaf young people don't use any hearing technology. This can be because it has little or no benefit or because they find it uncomfortable, or for other reasons.

The main types of hearing technology used by deaf young people are described below.

Hearing aids

A hearing aid amplifies sound and is worn in or behind the ear. It has three basic parts: a microphone, amplifier and speaker. Modern digital hearing aids can be programmed to match the wearer's hearing loss and provide a radically different listening experience for deaf people compared with hearing aids of the past.

Hearing aids are designed to maximise the hearing the wearer has (known as their residual hearing). If the student has no measurable hearing at all at certain frequencies, especially the higher frequencies such as 'ss' and 'th', then a hearing aid will not improve this.



For more information on hearing aids visit our website at www.ndcs.org.uk/hearingaids.

Cochlear implants

A cochlear implant is a surgically implanted hearing device that can provide access to spoken language for many profoundly deaf people. A profound hearing loss occurs when there is significant damage either to the cochlear hair cells, which are the mechanism by which sound waves are converted into electrical impulses that the brain can then interpret, or to the auditory nerve itself. A cochlear implant works by stimulating the auditory nerve directly, bypassing damage to the cochlear. If an implant is fully functional, it can provide the user with access to sounds across the full range of speech frequencies. For many users, this gives them access to speech in good listening conditions.



For more information on cochlear implants visit our website and download or order *Cochlear Implants: A guide for families* at www.ndcs.org.uk/ciguide.

Bone conduction hearing implants

A bone conduction hearing implant is designed for people who have a functioning cochlea but the middle or outer part of the ear prevents the information reaching the cochlea in the usual way.

It consists of a sound processor that is held on the head behind the ear. This might be:

- a magnet holding the processor in place
- a bone-anchored hearing aid, which is clipped to a fixture known as an 'abutment', a small titanium screw that has been implanted in the skull just behind the ear.

This allows sound to be conducted through the bone rather than through the ear canal and middle ear. This allows sound waves to be transmitted directly to the cochlea in the inner ear.



For more information about bone conduction hearing implants visit our website at www.ndcs.org.uk/boneconduction

Acquired deafness

Pupils may start school without a diagnosis of deafness, or acquire permanent deafness while at school. At further education age this is most likely to happen following a serious illness such as meningitis, but it can happen at any time.

It is important for staff to look out for any possible signs of deafness such as students not responding to questions as expected or speaking loudly.

Deafness and additional needs

There is a relatively high prevalence of deafness in students who have learning difficulties or other disabilities. Often the student's deafness is overlooked due to the focus on their other needs. It is important to take steps to address the impact of their deafness so that they have the best access possible to learning, communication and social life.

3

The impact of deafness on learning

Deaf young people have a diverse range of needs, including the type of hearing technology used and their preferred way of communicating. It is therefore important to find out what your student's needs are and how their deafness impacts on learning.

Impact of delayed language development

Late diagnosis of deafness or a lack of exposure to spoken or signed language during the early years can lead to delayed language development (spoken or signed). This can have a significant impact on literacy skills and working memory.

The impact of deafness on a person's language development will also have been influenced by factors such as:

- the age at which they became deaf
- whether deafness was diagnosed early or late
- the support they received from their parents
- the quality of support they received at school
- how well their hearing technology worked and how often they wore it.

Adjustments to teaching and access to support can help deaf young people to overcome barriers to learning caused by language delay. See p. 18.

Earlier diagnoses and advances in hearing technologies mean that more deaf young people are starting higher education using spoken language (with or without using sign language). However, their language, communication and learning needs may not be immediately obvious as their good speech might hide a lower level of language and literacy.



See pages 15-17 for information on how to identify a student's support needs.

Concentration fatigue

A deaf student needing to concentrate on a teacher or their peers' lip-patterns for a long period of time to understand speech is likely to experience fatigue towards the end of a day. This should be factored in when assessing student needs.

Impact of deafness on social development and wellbeing

Deaf students might find it difficult to socialise with hearing students and staff, particularly if their peers don't know how to communicate with a deaf person. Group conversations can be particularly challenging as it's very easy to lose track of conversation if they are relying on lip-reading and everyone is talking over each other.



See page 28 for advice on overcoming social barriers.

Deaf young people can face barriers to incidental learning, ie learning through overhearing other people's conversations, which can have an impact on the development of social skills and learning behavioural norms.¹

Deaf young people are more likely to experience mental health issues than their hearing peers.² This is influenced by factors such as the inclusivity of their family environment, resources at school and the quality of interactions with their peers. If you think one of your students is experiencing mental health issues, encourage them to access the counselling service at your institution (see page 28).

How deaf people communicate

How a deaf person communicates will vary from person to person. Some will use speech and lip-reading only, while others will use British Sign Language only. Some may use speech and sign language together, while others might not use speech at all. It is important not to assume how a deaf young person will prefer to communicate.

Spoken language is the most common method of communication amongst deaf young people. In many cases, a young person will need to be able to lip-read in order to make sense of speech. Lip-reading can be challenging and it is estimated that only around 30 to 40% of speech sounds can be lip-read. When lip-reading, a deaf young person is often making use of what they can hear through a hearing aid or cochlear implant to support comprehension of speech.

British Sign Language (BSL) is the sign language of the UK. It is independent of English with its own syntax and grammar. It is a rich and dynamic language that can be studied as a subject up to degree level.

In Northern Ireland some deaf people will use Irish Sign Language (ISL) which has its own vocabulary, distinct from BSL.

Sign Supported English is using signs from BSL (with or without speech) but using the grammatical structure of spoken English.

1. Calderon, R., & Greenberg, M. (2003). Social and emotional development of deaf children. *Deaf studies, language and education*, 177-189.

2. Young et al. University of Manchester, *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* (National Deaf Children's Society) 2015

4

Moving into further education

This section sets out the specific measures that further education providers can take to help prospective deaf students, building on the links that they may have developed with local authority specialist services.

Helping prospective students choose and apply for a course

Providing information

A deaf young person will be reliant on access to reliable, comprehensive, independent advice and guidance in order to make informed choices.

In addition to the information the college offers to all students, deaf young people are likely to benefit from:

- details of the college's experience of educating deaf students and the specialist support available to them, including case studies to show how the college has met the needs of deaf students
- details on how the college environment has been adjusted to make it accessible to deaf students (eg acoustics, use of a soundfield system etc)
- contact information (including email addresses) for the key staff members who will be able to answer questions on support and facilities, course requirements, etc
- information on how they can arrange communication support for college open days and induction days
- information regarding the admissions process and what needs to be done to obtain funding for additional support such as communication support workers, notetakers, interpreters and equipment. For more information about communication support, see p. 30.

Any audio-visual information the college provides, such as online videos or podcasts, should have subtitles or the option for automatic subtitles to be shown.

Post-16 option meetings and open events

Many prospective deaf students will welcome the opportunity to meet college staff at post-16 option meetings or open events that are held outside the college. It is important to have a member of staff available who has at least a basic understanding of their potential communication needs, the support the college offers to deaf students, application support, and contact details of key members of staff.

For open days held within or outside the college, it is helpful if:

- it is publicised that deaf students should contact the college prior to the event to discuss communication needs
- key personnel are present to discuss any support available
- any current or former deaf students are available to discuss their experiences with potential students if possible
- staff providing careers advice are aware of the support available to deaf young people in employment and their rights to reasonable adjustments.

Further discussions

Prospective deaf students may appreciate further meetings to explore the suitability of courses in relation to their knowledge and skills and the support needed to ensure the course is accessible. Any communication support needs should be identified before the meeting, such as a quiet room, an interpreter, or written notes and information.

No assumption should be made as to the suitability of a course for a deaf student until such a meeting has been conducted. For example, a profoundly deaf student may have successfully completed studies in music and modern foreign languages and should be given the opportunity to explore these as options if they wish to do so.



To find out more about education and learning, and to access online resources for teachers, visit www.ndcs.org.uk/education.

The application process

The application form

Provide the contact details of someone who can assist with filling out the form, if needed, and include on the form an explanation as to why students need to provide details of their disability. Some young people are reticent about putting down details of their disability during the application process. This reassurance will help them understand how this information is used.

Interview

If an interview is part of the application process, staff members involved must have an understanding of the communication requirements of the candidate, and ensure an interpreter or support worker is provided, if required. Hold the interview in a room with good lighting, no (or low) levels of background noise and good acoustics.



For further advice on how to communicate with a deaf young person, visit www.ndcs.org.uk/communicationtips.

A successful start to college – assessment and planning

Transition is not an event but a process. A successful transition into further education requires the coordination of various individuals, systems and agencies. Research by Manchester University³ identified the following key factors:

- Start the process early – before the end of the academic year and when the student turns 14, at the latest.
- Prioritise communication support needs in all meetings and discussions.
- Target efforts towards developing the skills and knowledge required for full participation, such as confidence, self-advocacy and the ability to consider the pros and cons of decisions and their implications.
- Provide opportunities for practical learning to give students a better understanding of which option will work best for them.
- Consider the full range of possible options available.
- Establish a relationship with the young person’s school to pass on important information about effective practices for the young person, their needs and their preferences.

It is the responsibility of a staff member at the school, who knows the young person well, and a representative from the further education setting — such as a transition coordinator, someone from disability support, or a personal tutor — to ensure an effective transition. A Teacher of the Deaf should also play a key role in this process. For more information about Teachers of the Deaf see page 30.



Our resource *Next Steps* goes into more detail. This can be downloaded from www.ndcs.org.uk/nextsteps.

Assessment of the student’s needs

Good assessment is critical to a successful start to further education.

In a review of post-16 education for disabled students, Ofsted identified the attributes of the most effective assessments as:

- the student’s self-evaluation of any support requirements
- detailed consideration of documentation from previous schools to measure previous levels of attainment
- the perspective of parents about the type of provision they feel would be most appropriate
- specialist assessments (where required) to identify specific adjustments such as enabling technologies, communicators and access to facilities. Very few are appropriate for post-16 education, so check with the provider beforehand.

3. University of Manchester, *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* (National Deaf Children’s Society) 2015

- consideration of support/adjustments needed to meet any specific course requirements such as oral presentations or residential fieldwork
- the involvement of specialists. For deaf students, this would include a Teacher of the Deaf and/or educational audiologist. See p.30 for an explanation of these terms.

Any assessment should reflect the impact of the student's hearing loss on learning (see page 11). This should be completed sufficiently far in advance to give you time to ensure additional help and equipment is in place for the start of the academic year.

However, not all students will have received a sufficiently detailed assessment and, if necessary, you will need to review and update the assessment to include this, the course delivery and examination results. An accurate profile of a deaf learner (created from an assessment) will inform effective teaching strategies, practice and provision of support.

Developing an individual support plan

Following the assessment (and before the start of the academic year) a support plan should be drawn up outlining:

- targets and outcomes for the academic year
- timescales in which these targets will be measured
- who is responsible for setting up outcomes and targets for the deaf student throughout their course
- the details of funding available for additional support
- that any hearing technology is purchased and tested before the start of the year, and who will be responsible for this
- that additional support staff with the required qualifications and/or competencies are available, including interpreters
- that appropriate advice and training on meeting the deaf student's needs and the technology they use have been given to the relevant staff
- that arrangements are in place to enable the student and staff to access specialist support
- that any required improvements to the acoustic quality of teaching areas are made
- that arrangements are in place to ensure curriculum differentiation
- that the timetable is arranged to ensure, as far as possible, that the student is taught in rooms with the best acoustic qualities and any additional tuition does not clash with other curriculum requirements.

Reviewing needs annually

As a young person's needs may alter and the demands of the course may change, it is essential that you monitor the student's progress and review the assessment of need. This should fully involve the student and be done at least annually or more frequently, if required.

Checklist: Ensuring an effective transition into further education

The table below summarises the actions that should be taken to ensure that a deaf young person makes an effective transition into further education.

Action	Y/N?
Has the deaf student been provided with comprehensive and independent advice and guidance, so that they can make informed choices about the options for different courses they can apply to?	
Is the above information accessible to deaf young people?	
Has the deaf student been provided with an opportunity to attend open days and taster sessions?	
Has communication support been provided, as appropriate, for these?	
Has the deaf student received support, where appropriate and needed, for the application process and any interviews?	
Does the deaf student have a clear understanding of the transition process?	
Has the student been assisted in getting a named contact at the further education setting for any queries about the setting and/or support needs?	
Has a relationship been established between the school and yourselves to ensure information is shared as appropriate?	
Has there been an in-depth assessment of the student's needs and preferences?	
Has a specialist Teacher of the Deaf been involved in this process?	

5

Adapting teaching and assessment

“It’s imperative to support a deaf young person to meet their every need. I don’t think it’s just about them being able to succeed in a qualification. Our deaf young people need support with their social skills, their independence and understanding the world around them. It’s not just about getting them through a qualification; it’s about everything else that goes alongside supporting them.

Professional, quoted in research by University of Manchester⁴

Deaf young people who may have coped very well at school without additional support may have increased support needs as they enter the less structured environment of further education. You will need to be flexible to support these emerging needs.

The role of tutors and course leaders

“In my son’s college, the whole college has a high level of deaf awareness – this is hugely helpful. They are not regarded as different and we are all on the same page.”

Parent of deaf student

Tutors and course leaders have a responsibility to ensure that the deaf student is fully included in all aspects of the course, can fully access lectures and tutorials and makes satisfactory progress.

“All the staff at college should have deaf awareness. Usually in the first two weeks of a new course, the lecturers are awkward and don’t know how to deal with me. I have to approach the lecturers and explain via an interpreter how to deal with deaf people. Once they know how to deal with me, they usually change their attitude towards me and become more friendly and approachable.

Deaf student

An effective tutor/course leader will:

- expect the progress of deaf students to be at least the same as hearing students with the same starting point
- develop an understanding of the impact of deafness on a particular student
- work effectively with specialist advisers such as a Teacher of the Deaf (page 30) and specialist support staff, involving them in the planning of lectures/tutorials
- evaluate the outcomes of additional support to inform future planning

4. University of Manchester, *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* (National Deaf Children’s Society) 2015

- ensure that strategies to aid communication are implemented (see page 24)
- include the effective use of technology
- adapt teaching styles and strategies to maximise the deaf student's involvement and learning
- monitor the progress of the student and take advice from specialist support if issues emerge (see pages 17 and 30).
- develop and support measures to improve the social and emotional wellbeing of students (see pages 28)
- support deaf learners to both work collaboratively with their peers and develop self-directed learning
- understand aspirations and motivations of deaf learners
- ensure teaching and support staff engage with and support the deaf student
- allow the student the opportunity to feed back on what is working well for them and what is not.

Sharing information

The National Deaf Children's Society has personal profile templates which can be downloaded from its website, which enable students to outline their needs to tutors who may not know them well: www.ndcs.org.uk/profiles.

Teaching strategies

This section briefly summarises the difficulties that may be encountered by deaf students and sets out strategies that you can use to minimise the impact that these difficulties might have. A summary of these strategies is available as a handout for tutors in Appendix 1 (p. 34).

Being visible

Many deaf students rely on lip-reading to understand speech. A course tutor should avoid turning their back to a deaf student and ensure that no equipment is obstructing a clear view of their face. A course tutor's face should be well-lit and they should avoid standing in front of a window or bright light which would mean their face was shadowed.

When delivering Powerpoint presentations, a course tutor should avoid turning the lighting too low to ensure that they can still be lip-read or that a sign language interpreter or lipspeaker can be seen clearly. (See p. 30 for an explanation of these terms.) If the lights must be darkened, anglepoise lamps will enable the student to see the support worker and course tutor.

If other students ask or answer questions during the class, it is helpful if course tutors repeat the question or answer so that the deaf student can keep up with the conversation.



To find more information on ensuring optimal listening conditions for all learners, visit www.ndcs.org.uk/acoustics.

Providing materials in advance

It is important to provide deaf students and their support workers with copies of handouts, Powerpoint slides and lecture notes before a lecture. This helps them to prepare effectively for the lecture and ensure that they are familiar with the jargon that will be used.

Additionally, some students may have notetakers to support them. However, a notetaker or other support workers such as sign language interpreters may not have strong knowledge of the subject being taught, or of vocabulary used during the course.

Providing subtitled video clips

Some deaf students will not be able to follow a video clip without subtitles. Course tutors should ensure that video clips shown in classes are subtitled. If no subtitles are available, a transcript should be provided. Even if communication support is in place, subtitles are often preferred as communication support can often struggle to keep pace with a video and deaf learners will have to look away from the screen to follow what is being said.

There is an automatic subtitling function for YouTube videos. However, automatically generated subtitles can be riddled with errors. Course tutors should check the quality of them before showing a clip.



For information on how to subtitle YouTube videos visit: support.google.com/youtube/answer/2734796?hl=en-GB

Ensuring group work is accessible

Find a quiet area for group discussion and arrange seating so that the deaf student can see the other students. Contributors should raise their hand so that the deaf student is able to identify who is speaking.

If the student is using communication support there will be a gap in time between what a contributor says and its reception by the deaf learner, so they may lose the opportunity to take part in the discussion. Encourage the group to wait for the communication support worker to finish translating or repeating the speech before responding, to allow time for the deaf student to join in with the conversation if they would like to.



One-to-one or a small group is fine but big group discussions are a pain. I miss who is talking... and then lose the plot.

Deaf student

Exams and assessments

Reasonable adjustments are required to ensure deaf students are assessed on an equal basis. The adjustments need to take account of the particular needs of the student, but should include:

- making sure the deaf student has a clear understanding of the task and what is being assessed
- enabling the deaf student to use alternative methods to complete tasks where necessary, giving them credit for any additional tasks
- clearly written examination/test questions with short sentences and direct questions
- making allowances for mistakes in syntax and grammar where a written assignment is set to assess knowledge and understanding of a subject, but also making the student aware of these errors so that they can be addressed
- ensuring a support worker is present for any group work that is being assessed
- ensuring students who do not use speech can use a sign language interpreter for oral presentations.

Language and literacy

The main impact of deafness is on acquiring and developing language. As literacy and language development are linked, the reading and writing content of many literacy-based subjects, such as English literature, history and social sciences, can be challenging. Measures may need to be put in place to make the subject language accessible.

Even students who have good speech intelligibility and age-appropriate literacy skills may have language access needs that are not immediately apparent. You should be aware that a deaf student may not:

- have a broad vocabulary and so may not have a range of alternative words for the same object, feature, feeling or place
- understand when one word has several meanings, for example that the word 'catch' means:
 - > to catch a ball
 - > to catch a cold
 - > the catch on a gate
 - > the catch of the day on a menu
- know words only used in specific curriculum areas
- understand idioms or colloquialisms
- understand higher order language, such as making inferences
- have a broad general knowledge.

In lessons where there is emphasis on listening and discussion, support measures should focus on:

- clarity of communication
- visual aids
- vocabulary support
- group work.

In subjects that focus on the use of written texts, you should:

- supply texts before the lesson or at pre-tutoring sessions
- provide vocabulary handouts and modified texts where required
- manage group discussion effectively
- put in place support measures when reading around the class
- check the student's understanding.

Deaf students may have difficulty with reading and writing when there are aspects of written language that they have not heard or are not used in sign language. You may find that:

- there is a discrepancy between a deaf student's ability to spell learnt words correctly and their ability to work out the spellings of new words
- deaf students may not hear all the words that are spoken or hear all the sounds in any one word, and their spoken and written English may reflect this. For example, 's' is a soft, high-frequency sound and deaf students may not detect this, so plurals can be lost in both their speech and writing.

British Sign Language (BSL) and Irish Sign Language (ISL) have their own syntax and word order and do not have a written form. Students whose first language is sign language may need more assistance to understand features of written language such as:

- the grammatical significance of function verbs, auxiliary verbs and the verb 'to be' in all its forms
- features that are only present in punctuated written form.

Mathematics

Deaf students may require additional language support to make progress in mathematics. Be aware that a deaf student may:

- not have encountered specialist mathematical vocabulary which hearing students might have picked up through incidental learning
- after learning new mathematical terms, still be confused by questions and instructions that include additional language
- need extra opportunities to practise new vocabulary as well as to practise the mathematical methods themselves

- have difficulty transferring their knowledge and making links between mathematics topics, particularly if vocabulary varies or new words are introduced
- process information more slowly than their hearing peers.

You should:

- use pictures and diagrams that clearly illustrate the meaning of the vocabulary and concepts
- go through key words for the lesson as part of the introduction. (If possible these should be visible for the whole lesson or be in vocabulary handouts)
- clarify when similar language has a different application, for example, a 'bigger number' being different to a 'bigger size'
- point to new vocabulary when saying it so that the student can connect pronunciation with written form, and regularly revise pronunciation and word meaning at intervals during each lesson
- match the complexity of the questions asked or set to the pupil's language level
- allow processing time during lessons, particularly when new information is included and during question and answer sessions
- check understanding by using open-ended questions.

If a student uses a communication support worker, you should work with them to:

- ensure the most accurate signs are used to present the intended meaning
- ensure consistency in how numbers are demonstrated through formal sign language and/or informal gestures and handshapes.



A short video clip on supporting achievement in maths is available online at www.ndcs.org.uk/supportingachievement.



This resource was completed during the COVID-19 pandemic. For information on adapting remote learning, teaching and assessment for deaf students please visit www.ndcs.org.uk/remote-learning-fe.

6

Making it easier for deaf students to listen and communicate



My biggest problem is that people don't know enough and need instruction, like being able to speak clearly and providing the best support.

Deaf student

Communicating with deaf students

There are lots of ways you can help a deaf student to understand what you are saying.

- Allow the student to see your face to aid lip-reading. Try not to impede their view of your face with hair, hands or objects, or by turning to write on the whiteboard.
- Stay at the front of the room and minimise moving around. Ensure you are not standing with your back to a light source (eg an interactive whiteboard or a window), as a shadow cast across the face can impede recognition of lip patterns.
- Ask the deaf student where they would prefer to sit, as this will aid communication depending on their type of hearing loss and the hearing technologies they use. The student's cochlear implant or hearing aid has an optimal range of one metre in which to access speech clearly. Being seated just back from the front, to the side, enables the student to view most clearly what is being said by students around the room.
- Speak clearly and at your normal pace. Be aware that speaking too slowly or over-exaggerating your mouth patterns will make it harder for the student to understand, distort the speech signal and make it more difficult to lip-read. Both shouting and whispering make mouth patterns and the speech signal more difficult to understand.
- Make sure that you have the student's attention before you start talking.
- Check that the student has understood what was said. If not, repeat or rephrase what you have said. Repeat contributions and questions from other students – this will benefit hearing students too.
- Work with specialist communication support staff to deliver the lecture at an appropriate pace for signing and notetaking.
- Speak directly to the student, not to the communication support worker or interpreter.
- Ensure audio material is subtitled/captioned, offer a transcript or provide an overview during the lesson.

- Check that any hearing technology controlled by yourself is working, such as a soundfield system.
- If a lecture requires lights to be turned off (eg to watch a DVD), make sure all spoken instructions or explanations are given before the lighting is dimmed.
- Monitor how well the student is able to communicate with their peers and how well they respond.

Additional technology

For those using hearing technology of any kind, large rooms, poor acoustics, background noise and large groups make listening and accessing what is said difficult. The college can make it considerably easier for the deaf student (and others) by providing additional technology and by managing background noise and acoustic conditions.

Radio aids

Radio aids are essential for some deaf students. They reduce the problems caused by the distance between the student and lecturer and by background noise. Radio aids consist of two parts:

- a transmitter worn by the lecturer
- a receiver worn by the student (usually attached to their hearing aid, bone conduction hearing implant or cochlear implant).

The lecturer's voice is then transmitted via radio waves directly to the receiver worn by the student.

Advice should be sought from a qualified Teacher of the Deaf or educational audiologist about which system best suits the student's needs, its effective use and its maintenance.

When using radio aids, lecturers and tutors should be reminded to:

- ensure the transmitter is switched on
- wear the microphone about 15cm from the mouth
- check with the student that the aid is working
- avoid standing in a noisy place, such as next to an overhead projector or open window, as the microphone will pick up background noise and transmit this to the deaf student
- avoid letting the microphone knock against clothing, lanyards or jewellery, as this will produce feedback.

Streamers

These are similar to radio aids. However, they usually only work with hearing aids or cochlear implants from the same manufacturer that produced the streamer. For example, an Oticon streamer will only work with an Oticon hearing aid.

Soundfield system

A soundfield system reduces the impact of distance between the speaker and student. The tutor's voice is transmitted via a microphone to a base station placed within the room. This amplifies and enhances the speech and then broadcasts it from speakers that are carefully positioned around the room. This enables the tutor's voice to be accessible, at normal conversational levels, across a significant area.

Loop systems

Loop systems reduce background noise. A microphone picks up sound from the speaker (or a radio/TV) and feeds it to a wire loop running round a room. The student in the room then switches their hearing aid or cochlear implant to a T-setting so that it picks up sound from the loop.

Loop systems are not widely used in educational settings, but may be available in some lecture rooms and theatres.

Acoustics and background noise

No technology can replace normal hearing, and its effectiveness depends on the acoustic quality of the college. The listening environment can make it difficult for deaf students to make the best use of their hearing technologies. Adaptations can be made to improve the acoustic quality of teaching spaces by reducing reverberation/echo, such as adding carpets, blinds or curtains at the windows, low ceilings with acoustic tiles, plenty of soft surfaces, soft wall displays and reducing noise from heating systems where possible.

Reducing background noise

Managing the room	Managing the lecture
Close doors to noisy areas or corridors.	Introduce strategies that establish and maintain a quiet working atmosphere, including good behaviour management.
Close windows, curtains and blinds if necessary. Position full bookshelves and cupboards against partition walls (to minimise noise transfer from other rooms).	Encourage students to develop an understanding of how noises such as chairs scraping, doors banging, dropping objects and talking while others are speaking can interfere with what the deaf student can hear.

Ensure heating and air conditioning systems operate within acceptable noise levels through regular maintenance.	Wait for students to be quiet and settle down before giving instructions.
Turn off IT equipment such as interactive whiteboards, computers and overhead projectors when not in use.	



We have developed a range of resources called *Creating Good Listening Environments for Learning in Education*, which provide advice and guidance to schools and local authorities on how to:

- create a better learning environment to improve the achievement of all children and young people and particularly those who are deaf
- prepare their Accessibility Plans and Disability Equality Schemes as required by the disability and special needs legislation
- meet their ‘anticipatory’ duties under the Equality Act (2010).

These resources are available online at www.ndcs.org.uk/post14.

Further support

Support on work placements

Work placements can be very valuable for deaf students, particularly because it can be more challenging for them to gain work experience compared to their hearing peers. It is important to understand that their support needs may change significantly in a new environment. Both you and the employer have a responsibility under the Equality Act 2010 (Disability Discrimination Act in Northern Ireland) to do what is reasonable to meet a student’s needs, even on an unpaid work placement.

Before starting a placement, a student may appreciate visiting their employer in advance to look at their new working environment and to discuss their support needs and what reasonable adjustments need to be made. They may find our employment Personal Profile template useful to help them outline their needs to an employer. This can be downloaded at: www.ndcs.org.uk/personalprofileemployment.

If the student is comfortable with it, you or they may want to share our resource for employers, *Breaking the sound barrier*, which advises on the reasonable adjustments employers should put in place for deaf employees. Download the resource from: www.ndcs.org.uk/breakingsoundbarrier.

For information about support on apprenticeships or traineeships, download our resource *Supporting the achievement of deaf young people on apprenticeships* from: www.ndcs.org.uk/apprenticeships.

Social support

Deaf students are at risk of being socially isolated due to difficulties communicating with their hearing peers. It can be difficult for deaf people to participate in group conversations as it is easy to lose track of what is being discussed when having to lip-read more than one person. In research carried out in Scotland, two thirds of young people in the study sample mentioned they had been bullied or isolated because they were deaf.⁵

Many students consider their social experience to be an important part of their time in further education and deaf students are no exception. You can help facilitate friendships and ensure a deaf student does not end up feeling isolated by:

- offering to introduce them to any other deaf students you are aware of
- ensuring communication support is available for college clubs or societies
- helping to ensure that other students on their course are aware of their needs by setting up a 'deaf awareness' session for them. These can be provided by some local sensory support services or deaf charities. The deaf student should be encouraged to be involved in the delivery of the training.

Counselling

Like any student, there may be times when a deaf student needs additional emotional support. It is important that the deaf student is made aware of the college's counselling service and how to access it.

If the student's difficulties are complex and relate specifically to their deafness, a professional who is used to working with deaf young people should be involved. If you feel your internal support mechanisms cannot address the student's needs, you should refer young people to other agencies. For example, to social services for deaf people, local mental health services or specialist deaf child and adolescent mental health services⁶ for those up to the age of 18.

Health and Safety

Through making reasonable adjustments, it is possible for deaf students to be safe in a college, workshop or workplace environment. Take steps to minimise risks for deaf students but avoid allowing health and safety concerns to lead to discrimination.



The Health and Safety Executive provides guidance on meeting the needs of disabled people in the workplace which may be useful for work placements: www.hse.gov.uk/disability/index.htm.

5. University of Edinburgh, *Post-school Transitions of People who are Deaf or Hard of Hearing* | (National Deaf Children's Society, 2013)

6. There are a small number of specialist deaf CAMHS across the UK which your local CAMHS should be aware of. The National Deaf Children's Society Freephone Helpline can also help identify nearby deaf CAMHS.

Deaf students might be able to hear fire alarms through their hearing aids or cochlear implants if they wear them. If not, fire alerting solutions can be purchased. Google 'deaf fire alarm systems' to find companies offering technological solutions.

Access arrangements for examinations

Many deaf students are entitled to certain adjustments for their examinations. **These arrangements should be in place early on in the course, especially if there is a coursework or modular element to the assessment process.** The support they get in exams and assessed coursework must reflect the support they usually receive. Normal ways of working must be evidenced.

The deaf student may be allowed to have:

- extra time (generally 25% but can be 50% or even 100% in special circumstances)
- supervised rest breaks
- assistance from a communication support worker, BSL interpreter, oral language modifier (OLM)⁷, reader or prompter
- access to a word processor
- a transcript of any oral/aural component.

Deciding what arrangements should apply requires a full understanding of the student's communication and learning needs, the nature of the assessment, the criteria for adjustments set by the awarding body and familiarity with the adjustments available.

The application for adjustments will require the college to provide evidence. The examinations officer should work with professionals supporting the student, such as their Teacher of the Deaf, to ensure the correct adjustments are in place.



For further information on exam access arrangements, see:

- the National Deaf Children's Society's factsheet for parents, *Access arrangements for your child's examinations*: www.ndcs.org.uk/examfactsheet
- Joint Council for Qualifications (JCQ) for access arrangements, reasonable adjustments and special consideration for candidates in England and Wales: www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration
- The Scottish Qualifications Authority (SQA) for an introduction to access arrangements for schools and colleges: www.sqa.org.uk/sqa/77295.html.

7. The task of the OLM is to respond to a request from the candidate for clarification of the carrier language in the examination. They must not explain any technical terms and a modified paper has to be ordered and used. The paper can be opened an hour before the start of the exam to allow the OLM time to prepare. The OLM would usually be the student's Teacher of the Deaf.

7

Additional support for learning

This section outlines the variety of specialist staff who may be involved in providing additional support to deaf students. The needs of the individual student will determine the nature of the support that is required.

More than one type of support may be necessary.

Teachers of the Deaf (ToD)

A ToD is a qualified teacher who holds an additional qualification in deaf education. Tasks carried out by a ToD can include:

- advising tutors/course leaders on how to ensure access to the curriculum, including communication, teaching and learning strategies
- advising, training and supporting learning support staff and communication support workers
- working directly with individual deaf students to enhance their skills and understanding, both of the course concepts and of language and functional skills in language and literacy
- advising on the adjustments that can be made to enable equal access to examinations.

ToD support is normally provided through a local authority's sensory support service. However, some colleges will recruit their own in-house ToDs.

Learning support assistants/Teaching assistants

Learning support assistants can support deaf students by prompting or supporting understanding during classes. It is essential for the assistant to have specialist knowledge of the needs of deaf students.

Notetakers

A deaf student who is concentrating on listening and lip-reading or watching an interpreter will find it very difficult to take notes at the same time. A notetaker provides a written account of what is said in a class or tutorial. Depending on the wishes of the student, the format of the notes can vary from a detailed account to making annotations on class handouts.

Some notetakers will have specialist notetaker training so that they can adapt the language used within their notes to meet the needs of a deaf student.

Electronic notetakers

An electronic notetaker types a non-verbatim transcript of what is being said into a laptop that can be viewed by the student using special software such as Speedtext or Typewell.

If the student requires a verbatim account of a lecture/seminar then they may use a **speech to text reporter** (otherwise known as **palantypist**) who is able to type at the speed of normal speech. This can be provided remotely, with the reporter listening in via Skype and the transcript being provided by a webpage.

Sign language interpreters

A sign language interpreter interprets what is said into British Sign Language (BSL) or Sign Supported English (SSE) depending on the student's preference. In addition to translating speech for the deaf student, their role may also involve providing a voice-over of the student's responses, questions or comments, particularly if a deaf student does not have clear speech. They may also translate assignments into English.

Interpreters would not normally assist a deaf student in completing tasks, provide explanations or advocate for the student. This means that their role differs significantly from that of a communication support worker.

Fully qualified interpreters will have BSL Level 6 (or equivalent) and an interpreting qualification. They should be registered with the National Register of Communication Professionals working with Deaf and Deafblind People (NRCPD) or an equivalent body.

Communication support workers

A communication support worker is suitable for deaf students who require communication support but would like their support to be flexible so that it can include some general one-to-one support such as notetaking, prompting and adapting learning materials.

Communication support workers should ideally have a qualification in providing communication support (eg Signature Level 3 Certificate in Communication Support for Deaf Learners).

Where a student uses sign language as their main method of communication, a communication support worker should have at least a Level 3 qualification in BSL.

Lipspeakers

A lipspeaker is trained to repeat what is being said without using their voice and using optimum lip movements that will aid lip-reading. Depending on the needs of the student, a lipspeaker may use some basic signs as well.

8

Moving on from further education

You can support a successful transition from further education to higher education or employment. Deaf young people are often poorly informed about the support available to them and their rights in employment, which can impact on their aspirations.



We do not know what is available in the future, we do not know what we can do. To be informed about choices so that you can be prepared with confidence, and to be assertive - to say what you want for your future, that would have been a great help.

Deaf student

When thinking about moving on from further education, the following information can be useful for deaf students:

- Deaf people have the right to reasonable adjustments when applying for jobs and in the workplace under the Equality Act (2010) (or Disability Discrimination Act (1995) in Northern Ireland).
- The Access to Work scheme can provide funding to meet the costs of communication support and technology in the workplace, and can also cover the costs of communication support at job interviews. For more details, visit www.gov.uk/access-to-work.
- If the student is considering Higher Education, Disabled Students' Allowances are available to cover the costs of support needed whilst taking an HE course. For more information, visit www.ucas.com/undergraduate/applying-university/individual-needs/disabled-students.
- An understanding of the different types of support available to deaf people in work and higher education, such as British Sign Language interpreters, notetakers, speech to text reporters and technology such as streamers and loop systems.
- Apprenticeships and traineeships can be made accessible to deaf people through funding available to training providers and from the Access to Work scheme.

Some deaf students might appreciate support with:

- completing a job application form – they may be unfamiliar with some of the terminology used on application forms, the type of information employers are looking for and how to present this
- applying to the Access to Work scheme. The process can be bureaucratic with applicants needing to justify and quantify the support they need.
- applying for Disabled Students' Allowances if moving onto higher education, including making the initial application, supplying the appropriate evidence of disability and preparing for a Disabled Students' Allowances assessment.



Our *Next Steps* resource provides more details on the information deaf young people may need to prepare when leaving further education. You can download it from www.ndcs.org.uk/nextsteps.

Information for young people

For more information about work experience, apprenticeships, university, becoming independent, communication support, technology and moving into employment, visit www.buzz.org.uk/category/your-future.

Information for parents

Parents can find information on education and future career options for their child on our website by visiting www.ndcs.org.uk/yourchildsfuture.

Appendix 1: Handout for tutors: Communication tips

There are lots of things you can do to make sure that deaf students are fully included in any class, lecture or tutorial. These tips can be printed out and given to teaching and support staff as a handout.

When talking to students in class:

- Make sure your face is visible and well-lit at all times and avoid turning your back to your students.
- Speak at an average pace – you don't need to slow down (unless you tend to speak at a very fast pace which may make it difficult for you to be lip-read or for communication support to keep up).
- Keep background noise to a minimum.
- Repeat or paraphrase any questions/comments from other students.
- Make sure a student's communication support workers have presentations and handouts in advance to help them prepare.

When using audio or video materials:

- Make sure that the student has a transcript or can see the subtitles.
- Pause briefly when showing slides so that a deaf student can read them before lip-reading you or watching their communication support.

When facilitating seminar or tutorial discussions:

- Make sure students talk one at a time.
- A deaf student may find it harder to come into a discussion at the right time, particularly if they use communication support – make sure they have the opportunity to contribute.

When talking to a student one-to-one:

- Don't panic if you're not understood – repeat what you've said and consider rephrasing it.
- If you don't understand what the student has said, don't be embarrassed to ask them to repeat.
- Minimise the use of jargon, abbreviations and slang.
- Make sure you meet in a quiet and well-lit environment.
- If using communication support, speak directly to the deaf student and not their support worker.

Deaf young people are a diverse group with different needs so the guidance above may not apply to all deaf students. If you are working with a deaf student, it's important to ask them what support they will need to get the most from your teaching.

More detailed information can be found at www.ndcs.org.uk/professionals.

Appendix 2: Checklist: Meeting the standards from *Stepping Up: Quality Standards for Young Deaf Learners in Further Education*

Stepping up: Quality Standards for Young Deaf Learners in Further Education is a resource by the Education and Training Foundation delivered in partnership with the National Deaf Children's Society. It outlines six quality standards relevant to providers across the Further Education sector, to ensure greater consistency of provision and to improve outcomes for deaf young people. The quality standards apply to young people with all levels of deafness, including those without Education, Health and Care plans. They are written with deaf young people aged 16-25 in mind. However, many could also be applied to learners over the age of 25. The resource is available for download at: www.excellencegateway.org.uk/content/etf3055.

This table links the *Stepping Up* quality standards with the information in *Deaf-friendly teaching for further education staff*. It highlights the practical steps you can take to meet the quality standards, and suggests evidence for each quality standard. This can be used to carry out a self-assessment against each standard using 'met/partly met/unmet' categories or 'red/amber/green' if settings prefer.

1. DEAF AWARENESS

All staff and students in contact with deaf learners are aware of their needs.

Requirements	Suggestions for evidence that standard has been met	Stages of attainment	Follow up actions needed (should be SMART)
<ul style="list-style-type: none"> Ensure deaf awareness training and advice on meeting the needs of deaf learners from specialists is provided, including communicating with deaf people, information about types of deafness, hearing technology, and the impact of deafness on learning. Ask deaf learners if they have preferences on how you can help other students to understand the needs of their deaf peers. Share this guide with teaching staff and other staff in your setting. 	<ul style="list-style-type: none"> Training attendance or Continuing Professional Development (CPD) records. Feedback from deaf learners on the awareness of their peers. Feedback from teaching staff. 	Met <input type="checkbox"/> Partly met <input type="checkbox"/> Not yet met <input type="checkbox"/>	

2. HIGH EXPECTATIONS

Deaf learners are expected to make the same progress as their non-deaf peers.

Requirements	Suggestions for evidence that standard has been met	Stages of attainment	Follow up actions needed (should be SMART)
<ul style="list-style-type: none"> • Ensure that entry requirements for courses you offer are not unfairly preventing deaf students from progressing. • Ensure that any access arrangements a deaf learner is entitled to for examinations are in place early on in the course, especially if there is a coursework or modular element to the assessment process. The support a student gets in exams and assessed coursework must reflect the support they usually receive. • Expect the progress of deaf students to be at least the same as hearing students with the same starting point. • Have a strong focus on outcomes to help identify what is working and how you can improve provision for deaf learners. 	<ul style="list-style-type: none"> • Proportions of deaf learners progressing onto higher level courses. • Planning for access arrangements is carried out before or shortly after enrolment on a programme. • Deaf student attainment and progression rates. • There are individual development plans in place for students with clear and measurable objectives. 	Met <input type="checkbox"/> Partly met <input type="checkbox"/> Not yet met <input type="checkbox"/>	

3. LISTENING ENVIRONMENT

Your organisation is actively seeking to improve listening conditions across your premises.

Requirements	Suggestions for evidence that standard has been met	Stages of attainment	Follow up actions needed (should be SMART)
<ul style="list-style-type: none"> Minimise background noise in your setting. For advice on how to do this, read the tips on acoustics and background noise in part 4 of this resource, or refer to 'Creating good listening conditions for learning in education' available at: www.ndcs.org.uk/post14 Consider the acoustic conditions experienced by students in any work placement and offer advice to employers (workshops, factories etc). Use the teaching strategies in part 4 and the communication tips in part 5 of this resource as appropriate to the deaf learners in your setting. Ensure deaf students have access to radio aids if they would benefit from them. Other technology may also be helpful, such as soundfield systems in classrooms. See the section on additional technology in part 4. 	<ul style="list-style-type: none"> Acoustics audit. Feedback from deaf learners. Feedback from a Teacher of the Deaf/local sensory support service 	Met <input type="checkbox"/> Partly met <input type="checkbox"/> Not yet met <input type="checkbox"/>	

4. INFORMED CHOICE

Learners are supported to make properly informed choices about their futures.

Requirements	Suggestions for evidence that standard has been met	Stages of attainment	Follow up actions needed (should be SMART)
<ul style="list-style-type: none"> Ensure deaf learners are provided with information about their rights in employment and the support available to them, such as information about the government's Access to Work scheme. Provide deaf learners with information about their rights to reasonable adjustments from employers when applying for jobs and in the workplace under the Equality Act 2010. Our resource <i>Next steps</i> contains more information on supporting deaf young people in England preparing to leave school or college: www.ndcs.org.uk/nextsteps. 	<ul style="list-style-type: none"> Feedback from deaf learners on their knowledge about support and rights in employment. Feedback from deaf learners on their knowledge of the Equality Act 2010. Data on deaf learner destinations. 	Met <input type="checkbox"/> Partly met <input type="checkbox"/> Not yet met <input type="checkbox"/>	

5. SUPPORT STAFF EXPERTISE

Learners have access to specialist support staff with the appropriate competences to meet their needs.

Requirements	Suggestions for evidence that standard has been met	Stages of attainment	Follow up actions needed (should be SMART)
<ul style="list-style-type: none"> • Ensure that deaf learners have access to support from the appropriate specialist staff, such as Teachers of the Deaf, communication support workers and electronic notetakers. The needs of each student will determine the nature of the support that is required. See part 6 for more information. • Contact your local authority's sensory support service to find out what support is available through their service. • Ensure that those interpreting English to British Sign Language (BSL) and vice versa for deaf learners have the appropriate standard of BSL. See the section on Sign Language Interpreters in part 6 for more information. • Review the qualifications of staff supporting deaf students and identify training needs. 	<ul style="list-style-type: none"> • List of support staff and their qualifications. • Feedback from local sensory support services on offer of your provider. • Feedback from deaf students and your support staff. 	Met <input type="checkbox"/> Partly met <input type="checkbox"/> Not yet met <input type="checkbox"/>	

6. NEEDS ASSESSMENTS

There is specialist input into assessments of deaf learner needs.

Requirements	Suggestions for evidence that standard has been met	Stages of attainment	Follow up actions needed (should be SMART)
<ul style="list-style-type: none"> Carry out a full assessment of a young person's strengths and weaknesses to ensure they receive effective support. Ensure this is done at appropriate intervals to meet a young person's needs as they change. See 'Assessment of the student's needs' in part 3 for more information. Make sure there is specialist input into assessments of needs to help identify what support may be required to enable the learner to achieve their best. Ensure you have strong links with your local authority's sensory support service(s). 	<ul style="list-style-type: none"> Record of assessment reports and individual development plans. Assessment reports have input from Teachers of the Deaf or other specialists. Feedback from local sensory support services. 	Met <input type="checkbox"/> Partly met <input type="checkbox"/> Not yet met <input type="checkbox"/>	

Appendix 3: Useful resources

Next steps is a resource to help professionals support deaf young people who are preparing to leave compulsory education. This guide has checklist templates, case studies, guidance and references to further information, and includes deaf young people's experiences of transition and their views about how professionals can support them. www.ndcs.org.uk/nextsteps

Supporting the achievement of deaf young people in higher education is a resource to help staff in higher education make effective provision for deaf students. www.ndcs.org.uk/sahighereducation

Supporting the achievement of deaf young people in apprenticeships is a resource to help apprenticeship and traineeship providers to make provisions for young deaf apprentices and trainees. www.ndcs.org.uk/apprenticeships

The Principles of Good Transitions 3 provides a framework to inform, structure and encourage the improvement of support for young people with additional needs between the ages of 14 and 25 who are making the transition to young adult life. www.scottishtransitions.org.uk/summary-download/

Quality Standards for Further Education Providers is a set of six quality standards, created to ensure greater consistency of provision and to improve outcomes for deaf young people across the further education sector. www.excellencegateway.org.uk/content/etf3055

About us

We're here for every deaf child who needs us, whatever their level or type of deafness and however they communicate. We want to work with professionals like you to overcome the barriers that hold deaf children back.

Visit our website www.ndcs.org.uk to join us for free. You'll have access to:

- our expert information resources for professionals
- our quarterly digital magazine and email updates
- our workshops and events
- our Freephone Helpline.

This resource was funded by The National Sensory Impairment Partnership (NatSIP). NatSIP is a partnership of organisations working together to improve outcomes for children and young people with sensory impairment (SI).

For more information about NatSIP and to access resources, visit www.natsip.org.uk – a major gateway for SI professional practice.



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

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