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WHAT WORKS:

HEARING LOSS AND THE TRANSITION TO ADULTHOOD

A guide for commissioners,
education and service
providers to support young
people with hearing loss
through transition



Document Title

What works: hearing loss and the transition to adulthood

A guide for commissioners, education and service providers to support young people with hearing loss through transition.

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1 Foreword

By Professor Sue Hill OBE, Chief Scientific Officer for England

Hearing loss continues to be a growing challenge in England with over nine million people affected by it. The scale of the challenge requires concerted effort and action from a wide range of stakeholders across the public, private, professional and voluntary sectors.

Significant progress has been made since the publication of the Action Plan on Hearing Loss in 2015 which brought together a wide range of organisations from all sectors committed to improving services for children and adults with hearing loss.



Following the publication of the Action Plan, I was very pleased to launch the National Commissioning Framework for Hearing Loss services last year, which delivered one of the key recommendations of the Action Plan and provided a practical guide to support commissioners making day to day decisions with patients affected by hearing loss. The framework represented a dedicated partnership with stakeholders and set out a series of recommendations on how services for people living with hearing loss could be improved.

I am delighted that the true partnership and ongoing commitment by our stakeholder organisations within the hearing loss community continues and that we have worked together again this year to deliver more of the recommendations in the Action Plan.

A series of “What Works” guides has been produced in partnership by NHS England, the Department of Work and Pensions, the Department for Education and hearing loss charities covering the life course as individuals with hearing loss transition from childhood to adulthood, join the workforce and age healthily. The aim of these three guides is to help create a whole system approach to the delivery of public services. They will help organisations to support individuals with hearing loss, as they navigate the system throughout their life course, so they have a positive experience and can lead successful, fulfilling and independent lives.

This guide is specifically aimed at organisations that have a role in working with young people with hearing loss through the transition to adulthood, to ensure they receive the right level of provision and support to achieve their ambitions and goals.

We are very grateful to all those who have given so much of their time to produce this series of guides, in particular Action on Hearing Loss, the Ear Foundation, National Deaf Children’s Society and the Hearing Loss and Deafness Alliance.

2 Introduction

Over nine million people in England, approximately one in six, are living with some form of hearing loss¹ and over 41,000 of these are children and young people under the age of 19².

The scale of the challenge requires a broad response from the health and care system and beyond. This was acknowledged by NHS England, the Department of Health, other Government Departments and stakeholder organisations within the hearing loss community when the Action Plan on Hearing Loss, a national government strategy for hearing loss, was published in March 2015. It set out the case for action to tackle the rising prevalence and personal, social and economic costs of hearing loss and provided a rallying call to a wide range of stakeholder organisations from all sectors to improve services for children and adults with hearing loss.

As part of the ongoing commitment by public service departments and stakeholder organisations across the voluntary, professional and private sectors to implement the Action Plan on Hearing Loss, three guides have been produced. They are intended to provide information, advice and good practice tips for those working with people who have hearing loss in different settings, with the overall aim of improving their experience and ensuring that they are actively supported and empowered to lead the lives they want for themselves and their families.

This guide has been produced in partnership with NHS England, the Department for Education (DfE) and hearing loss charities in response to the ambition set out in the Action Plan on Hearing Loss. This aims to ensure that young people with hearing loss are actively supported to participate fully in society, and are not limited in their potential to succeed in education and employment. In particular, it focuses on the transition to adulthood and what local authorities, education providers and commissioners can do to support and ensure that young people with hearing loss make a smooth and effective transition to adulthood.

2.1 How to use this guide

Hearing loss affects those both born deaf and those who acquire it later in life. Throughout the guide we use the term “people with hearing loss” to refer to people with all forms of hearing loss, including people who:

- are born deaf;
- are gradually becoming hearing impaired and may not yet realise they have a problem;
- have hearing loss and use hearing aids or other hearing devices; and
- use sign language.

1 Action on Hearing Loss, 2015. Hearing Matters. [pdf]
Available at: www.actiononhearingloss.org.uk/hearingmatters. (Accessed 1 April 2017).

2 CRIDE, 2015. CRIDE report on 2015 survey on educational provision for deaf children in England. [pdf].
Available from: http://www.ndcs.org.uk/professional_support/national_data/cride.html
[Accessed 3 April 2017].

Section 3 describes the impact of hearing loss on children and young people and why it is important for those working with young people to be aware of this.

Local authorities, education providers and commissioners should be familiar with their responsibilities in relation to the Special Educational Needs and Disability Code of Practice. These are outlined in Section 4 to clarify the roles of organisations through transition.

Section 5 identifies the critical factors necessary for successful transition and what works in practice, including case studies.

Information and resources and where to go for further help for those working with young people with hearing loss through transition are included in sections 6 and 7, respectively.

Please note that footnotes will only appear once in this document, although they may be referenced on more than one occasion in the text.

3 Impact on young people

There are over 41,000 children and young people with hearing loss under the age of 19 in England² who are capable of leading successful, fulfilling and independent lives given the right support. The transition to adulthood, independent living and employment can be a daunting step for a young person with hearing loss as they leave behind the support they received in education or from their families and the impact on them can be significant.

3.1 Language development

Hearing loss in childhood can have a major impact on the acquisition of language. Over 90% of children born deaf have non-deaf parents³ who may have little knowledge of how to bring up a child with hearing loss. This combined with poor educational support mean many children with hearing loss experience delayed language development.



This can result in difficulty in:

- Making sense of what people say and understanding what is happening around them.
- Learning to think things through and problem solving.
- Understanding and expressing what they are feeling and managing their emotions.

Early hearing screening of babies and improved hearing technologies mean that more young people with hearing loss are using spoken language, with or without signed support, and some form of hearing technology. However, their language, communication and learning needs may not be immediately apparent, with good speech intelligibility masking their level of linguistic ability.

3 Mitchell, R.E. and Karchmer, M.A., 2014. Chasing the Mythical Ten Percent: Parental Hearing Status of Deaf and Hard of Hearing Students in the United States. [online] Available from <https://www.researchgate.net/> (Accessed 3 April 2017).

3.2 Socialisation

Young people with hearing loss can find it difficult to socialise with hearing young people particularly if their hearing peers have little awareness of how to communicate with them⁴. Group conversations can be particularly challenging as it is very easy to lose track of conversation if relying on lip-reading. Young people often socialise in noisy environments and it can be hard to distinguish speech over background noise.



There are also barriers to incidental learning - information gained through overhearing others, which can have an impact on the development of social skills and learning norms of behaviour⁵.

In addition, young people with hearing loss have been found to be at greater risk of mental health problems which are influenced by factors such as the inclusivity of their family environment, experiences at school and the quality of interactions with their peers⁶. Evidence suggests they have a 40% prevalence rate of mental health problems compared to 25% in their hearing peers⁷.

3.3 Education and employment

There are inequalities in educational attainment for children and young people with hearing loss compared to those with no special educational need (SEN),⁸ although there has been a steady increase in attainment over the last few years. For example:

- Level 3 attainment - 2 A-levels or equivalent, by the age of 19 was just 43% in 2015 compared with 66% of those without SEN⁹.
- 60% of young people with hearing loss will leave school at 16 to attend a further education college in comparison with just around one third of all young people aged 16¹⁰.

- 52% of deaf young people aged 19 in 2015 had not achieved English and Maths to Level 2 standard (GCSE or equivalent) compared with 22% of those without SEN⁹.
- 1030 young people aged 16-24 were taking an apprenticeship in 2013-14 and 67% completed compared with 71% with no disability¹¹.

The employment rate for those with hearing loss is 65%, which is significantly lower than for people with no long-term health issue or disability (79%)¹².

The impact of hearing loss will vary from individual to individual depending on their level of hearing loss, their lifestyle, education or employment setting and any other needs such as other health conditions, learning difficulties and so on. It is important for practitioners working with young people with hearing loss to find out what their specific needs are and what impact their hearing loss has on learning and day to day life.



- 4 Nunes T. et al., 2001. Deaf children's social relationships in mainstream schools. [online] Journal of Deaf Education International. 3 (2). pp.123-136. Available from www.researchgate.net. (Accessed 3 April 2017).
- 5 Calderon, R & Greenberg, M., 2003. The Social and emotional development of deaf children. Oxford Handbook of Deaf Studies, Vol 1. pp177 – 189. Oxford University Press.
- 6 Fellingner et al., 2012. Mental health of deaf people. The Lancet. (379), 9820, pp. 1037–1044. Available from <http://www.thelancet.com> (Accessed 3 April 2017).
- 7 Department of Health, 2005. Mental Health and Deafness: Towards equity and access. [pdf] Available from http://webarchive.nationalarchives.gov.uk/20130107105354/http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_4104005.pdf (Accessed 3 April 2017).
- 8 Department for Education, 2011. Support and Aspiration. A new approach to special educational needs and disability. Available from <https://www.gov.uk/government/publications/support-and-aspiration-a-new-approach-to-special-educational-needs-and-disability-consultation> (Accessed 3 April 2017)
- 9 Department for Education, 2016. Level 2 and 3 attainment by young people age 19 in 2015 Local Authority tables 16 to 24. Available from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/514301/SFR12_2016_Tables_16-24.xlsx (Accessed 3 April 2017)
- 10 Young et al., 2015. 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. Available from: <https://www.escholar.manchester.ac.uk/api/datastream?publicationPid=uk-ac-man-scw:253527&datastreamId=FULL-TEXT.PDF> (Accessed 3 April 2016)
- 11 Department for Education, Skills Funding Agency, 2016. Equality and diversity data tables 2008 to 2009 and 2013 to 2014. Available from: <https://www.gov.uk/government/statistical-data-sets/fe-data-library-equality-and-diversity>
- 12 Office of National Statistics, 2015 cited by Action on Hearing Loss. N.D. Hearing Matters p.79 Available at: <https://www.actiononhearingloss.org.uk/supporting-you/policy-research-and-influencing/research/hearing-matters.aspx>. (Accessed 7 April 2017)

4 Responsibilities for transition

This section sets out the responsibilities that local authorities, health bodies, schools and colleges have to prepare children and young people with a hearing loss for adulthood. These are summarised in chapter 8 of the Special Educational Needs and Disability Code of Practice,¹³ which sets out both the legal requirements and statutory guidance that these organisations must follow when providing services for children and young people with special educational needs and disabilities (SEND), including those with hearing loss.



The code sets out four domains in which services are expected to prepare children and young people with SEND for adulthood:

- higher education and/or employment – this includes exploring different employment options, such as supported internships, apprenticeships and traineeships, support for becoming self-employed and help from supported employment agencies.
- independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living. Local housing options, support in finding accommodation, housing benefits and social care support should be explained to the young person.
- participating in society - this includes having friends and supportive relationships and participating in, and contributing to, the local community. Local authorities should help young people understand: the mobility and transport support available, how to find out about social and community activities and their opportunities to engage in local decision-making.

¹³ Department of Education, Department of Health, 2014. SEND Code of Practice 0-25 years. [online] Available from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf (Accessed 3 April 2017)

- being as healthy as possible in adult life – this includes local authorities planning with health services effectively for the transition of each young person from specialist paediatric services to adult health care.

4.1 Strategic planning for the best outcomes in adult life

Local authorities and clinical commissioning groups should develop a shared vision and strategy which focuses on aspirations and outcomes, using information from Education Health and Care (EHC) plans and other planning resources to anticipate the needs of children and young people with special educational needs (SEN) and ensure there are pathways into employment, independent living, participation in society and good health.

The SEND Code of Practice¹³ (chapter 9) outlines the duties of local authorities in issuing EHC plans for individual children and young people.

4.2 Support from Year 9 onwards (age 13-14)

Preparing for adulthood is expected to intensify from year 9 onwards, when high aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision. Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.

Local authorities must ensure that the EHC plan review at Year 9, and every review thereafter, includes a focus on the four 'preparing for adult' domains, and schools and colleges must co-operate with the local authority in these reviews. The review should identify the support the child or young person needs to achieve their aspirations and should also identify the components that should be included in their study programme to best prepare them for adult life.

4.3 Planning the transition into post-16 education and training

As children approach the transition point, schools and colleges should help children and their families with more detailed planning. For example, in Year 9, they should aim to help children explore their aspirations and consider how different post-16 education options can help meet them. Further education colleges and sixth form colleges can now recruit students directly from age 14, and so this will be an option in some cases. In Year 10 they should aim to support the child and their family to explore more specific courses or places to study, for example, through taster days and visits, so they can draw up provisional plans. In Year 11 they should aim to support the child and their family to confirm their plans for their post-16 options and familiarise themselves with the expected new setting. This should include contingency planning and the child and their family should know what to do if plans change, as a result of exam results for example.



Schools and colleges should also share information about the SEN provision the young person has received before they take up their place at the further education or training provider. Schools should work with young people and their families and the new college or school to ensure that the new setting has a good understanding of the young person's aspirations and how they would like to be supported.

4.4 Careers advice

Maintained schools and pupil referral units (PRUs) have a statutory duty under section 42A of the Education Act 1997¹⁴, to ensure pupils from Year 8 until Year 13 are provided with independent careers guidance, which extends to academies, free schools and further education colleges through their funding agreements.



Schools and colleges should raise the career aspirations of their SEN students and broaden their employment horizons. They should use a wide range of imaginative approaches, such as taster opportunities, work experience, mentoring, exploring entrepreneurial options, role models and inspiring speakers.

Local authorities should work with schools, colleges and other post-16 providers, as well as other agencies, to support young people to participate in education or training and to identify those in need of targeted support to help them make positive and well-informed choices.

¹⁴ UK Government. Education Act 1997.
Available from: <http://www.legislation.gov.uk/ukpga/1997/44/contents> (Accessed 3 April 2017)

4.5 Pathways to employment

Colleges that offer courses which are designed to provide pathways to employment should have a clear focus on preparing students with SEN for work. One of the most effective ways to do this is to arrange work-based learning that enables them to have first-hand experience of work, such as:

- **Apprenticeships:** These are paid jobs that incorporate training, leading to nationally recognised qualifications. Apprentices earn as they learn and gain practical skills in the workplace. Many lead to highly skilled careers.
- **Traineeships:** These are education and training programmes with work experience, lasting a maximum of six months and focused on giving young people the skills and experience they need to help them compete for an apprenticeship or other jobs.
- **Supported internships:** These are structured study programmes for young people with an EHC plan, based primarily with an employer. Internships normally last for a year and include extended unpaid work placements of at least six months. Wherever possible, they support the young person to move into paid employment at the end of the programme.

Schools and colleges should consider funding from Access to Work. This is available from the Department for Work and Pensions, as a potential source of practical support for people with disabilities, on entering work. This includes apprenticeships and the in-work elements of traineeships or supported internships. Local authorities, schools and colleges should also be aware of the different employment options for disabled adults, including 'job-carving' – tailoring a job so it is suitable for a particular worker and their skills.

Education and training should include help for students who need it to develop skills which will prepare them for work, such as communication and social skills, using assistive technology, and independent travel training.

4.6 Transition to higher education

Where a young person has the ambition to go on to higher education, the right level of provision and support should be provided to help them to achieve that goal, wherever possible. The local authority must make young people aware through their local offer of the support available to them in higher education and how to claim it, including the Disabled Students Allowance (DSA). Local authorities should also encourage young people to make an early claim for DSA so that support is in place when their course begins.

Local authorities should plan a smooth transition to higher education and, where applicable, to the new local authority area, before ceasing to maintain a young person's EHC plan. They should also plan how social care support will be maintained, where the young person continues to require it, and whether this will continue to be provided by the home local authority or by the authority in the area they are moving to. Under the Care Act 2014¹⁵, young people have the right to request transition assessments for adult care. This will enable them to see whether they are likely to have eligible needs that will be met by adult services once they turn 18. Local authorities should use these assessments to help plan for support that will be provided by the local authority while a young person is in higher education.

15 Care Act 2014. Available from: <http://www.legislation.gov.uk/uksi/2013/709/regulation/2/made> (Accessed 3 April 2017)

4.7 Transition to adult health services

Health service and other professionals should work with the young person to develop a transition plan, which identifies who will take the lead in co-ordinating care and referrals to other services. Where young people with EHC plans are moving to adult health services, the local authority and health services must co-operate, working in partnership with each other and the young person to ensure that the EHC plan and the care plan for the treatment and management of the young person's health are aligned. The Clinical Commissioning Group (CCG) must co-operate with the local authority in supporting the transition to adult services and must jointly commission services that will help meet the outcomes in the EHC plan.

4.8 Transition to adult social care

Under the Care Act 2014¹⁵, the local authority must carry out an adult care transition assessment where there is significant benefit to a young person or their carer in doing so and where they are likely to have needs for care or support after turning 18. Transition assessments for adult care must take place at the right time for the individual.

4.9 Continuity of provision

Young people should never find themselves suddenly without support and care as they make the transition to adult services. Very few moves from children's to adult services will or should take place on the day of someone's 18th birthday. For the most part, transition to adult services for those with EHC plans should begin at an appropriate annual review and in many cases should be a staged process over several months or years.

In line with the Care Act 2014¹⁵ local authorities must continue to provide a young person with children's services until they reach a conclusion about their situation as an adult, so that there is no gap in provision. This can continue after they have turned 18.

4.10 EHC plans and statutory care and support plans

Local authorities must put in place a statutory care and support plan for young people with eligible needs for adult care and support, and must set out in section H2 of the EHC plan any adult care and support that is reasonably required by the young person's learning difficulties or disabilities.

4.11 Leaving education or training

All young people with SEN should be supported to make the transition to life beyond school or college, whether or not they have an EHC plan. As well as preparing them for adulthood generally, schools and colleges should ensure that young people with SEN have the information they need to make the final steps in this transition. This includes information about local employers, further training, and where to go for further advice or support.

For young people with EHC plans, where it is known that a young person will soon be completing their time in education and training, the local authority should use the annual review prior to ceasing the EHC plan to agree the support and specific steps needed to help the young person to engage with the services and provision they will be accessing once they have left education.

5 What works – tips for successful transition

It can be daunting for organisations supporting young people with hearing loss through transition to ensure they fulfil their statutory obligations and provide all the support needed by the young person to make a smooth transition to adulthood.

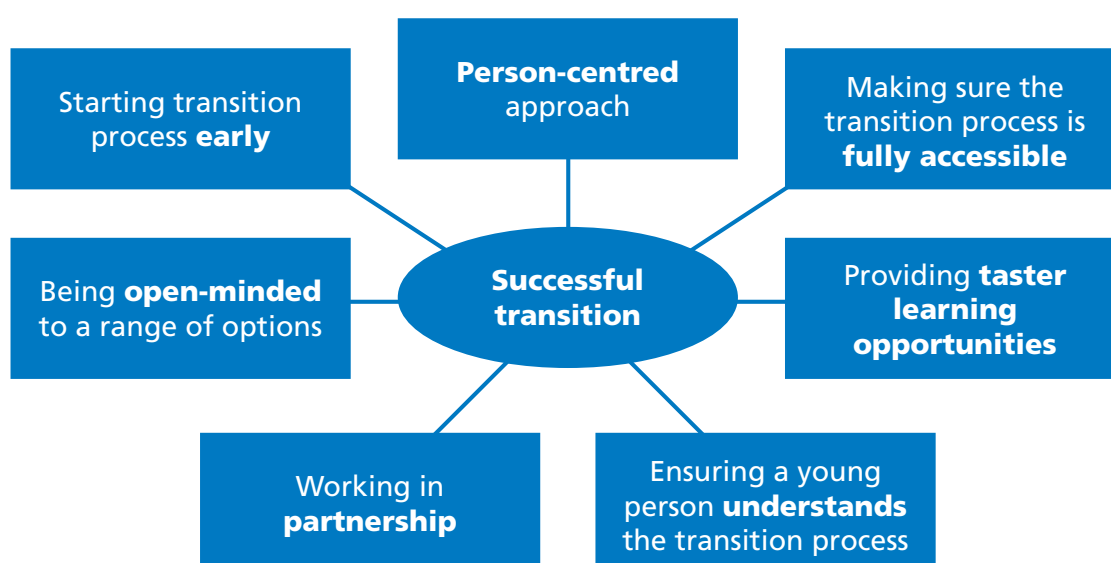
This section provides some useful tips and advice for those organisations involved based on evidence identified through research¹⁶.

5.1 Identifying the barriers

It is important for practitioners to be aware of the barriers to effective transition for young people with hearing loss which include¹⁶

- Lack of specialised information: for example, about communication support options at college or support available in employment such as Access to Work.
- Not looking into the full range of options for young people with hearing loss on leaving school; often teachers and careers advisors see further education college as the default option.
- Low expectations: professionals and parents have been found to rule out some career choices and to direct young people with hearing loss to 'suitable' courses in which they believe the young person has the best chance of a qualification.
- Not enough financial resources to explore options fully: transport costs can stop young people from visiting a range of post-16 providers, particularly if they have to travel further to find a suitable provider and this can be a factor in restricting choice.
- Lack of appropriate communication and social support at school: this can reduce confidence and lead to social isolation.

Figure 1 illustrates seven crucial factors in successful post-16 transition:



16 Young et al., 2015. 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. Available from: http://www.ndcs.org.uk/professional_support/external_research/index.html#contentblock2 (Accessed 3 April 2016).

The seven crucial factors in successful post-16 transition are discussed below:

5.2 Starting transition process early

Transition support often starts in Year 9, in line with the SEND Code of Practice. However, within National Deaf Children's Focus groups, young people have stated they think they should receive careers advice earlier than this so that they have more time to think about their future.

Children aged 11 or younger do not need to be fixed on a particular path for the future but initiatives such as Primary Futures (www.inspiringthefuture.org/primary-futures) where adult volunteers go into schools to talk to children about their jobs are believed to help broaden horizons and increase aspirations.

Enabling children with hearing loss to meet adults with hearing loss in employment and exposing them to case studies may raise their aspirations and help them understand that deaf people can have a wide range of careers.

5.3 Person centred approach

Young people with hearing loss have varying needs and a one-size-fits-all approach is rarely appropriate. It is important young people are able to articulate their aspirations and outline their needs to those working with them. This has led the National Deaf Children's Society to create personal profile templates.

5.3.1 Personal Profile Templates

Templates are available from the National Deaf Children's Society's website to download. These help young people with hearing loss to create a short personal profile which outlines their needs when moving into employment or a new educational setting. Example templates are provided so that young people can see how they might look when completed. Feedback from young people, education professionals and employers has been very positive.

The templates are available at:

www.ndcs.org.uk/family_support/education_for_deaf_children/personal_profiles.html

Young people who have used the personal profile templates have found them useful:



"I think it is very helpful in knowing how to tell a future employer about my deafness."

"It is a simple effective way of letting them know about your needs and requirements."

84 per cent of young people surveyed felt they would use the personal profile document.

5.4 Accessibility

Some young people with hearing loss will require support with making the transition from education to employment. However, there can be accessibility issues particularly if a young person requires communication support such as a British Sign Language (BSL) interpreter. Derby College has established a partnership with its local Remploy branch which is mutually beneficial and can ensure better access for deaf students and college-leavers.

5.4.1 Derby College and Remploy

Derby Further Education College has partnered with Remploy, an employment support provider, to help young people with hearing loss to find employment. High demand for British Sign Language (BSL) interpreters in Derby was causing difficulty for young people seeking employment opportunities and placements. To provide a high standard of communication support within education, Derby College only recruits Communication Support Workers (CSWs) that have a minimum standard of level 3 BSL and seeks to upskill staff to level 6 BSL. It can be difficult to build a team of CSWs with this level of BSL due to funding constraints.

A few years ago, Derby College trained 8 CSWs up to level 6 BSL. The college partnered with Remploy who funded the college's CSWs who were at Level 6 to support young people accessing employment support services. The availability of support from CSWs with level 6 BSL led to more deaf young people accessing Remploy's employment support and job skills services. As a result of the partnership, most of the college's CSWs currently have level 6 BSL and are therefore able to deliver a higher level of support to students in college.

5.5 Taster learning opportunities

These can range from attending college open days, to work experience, visiting employers and specialised training days such as the Ear Foundation's Teens Inset Days which focus on social and emotional development:

5.5.1 Ear Foundation - Teens Inset days

Mainstream schools can offer transition and careers support for all children but young people with hearing loss often need something more. Some teenagers with hearing loss at further education, higher education and in employment can lack resilience, empowerment and self-esteem. This can lead to difficulties in integrating, socialising independently and organising their time effectively.

The Ear Foundation has responded to this need by organising Teens Inset Days for children in Nottingham and Derby. The days are open to young people from hearing impaired units, local mainstream schools and local independent schools. They are accompanied by school staff, for example, teachers of the deaf, support assistants, and communication support workers. The young people are timetabled for a day out of school and wear their own clothes to encourage groups to mix. A larger group setting, approximately 25 young people, allows teenagers to see that they are not alone and to learn together.

The Ear Foundation aims for young people with hearing loss to:

- Have positive self-esteem and self-confidence when they transition to new settings.
- Understand what they are good at, what they like and what they don't like. It is important they have resilience for when things are tough or go wrong.
- Develop people reading skills and to have learned how to interact with groups.
- Understand what helps them to make new friends and how to keep friends.

The programme focuses on developing aspects of each of these areas through sessions that are tailored to the young people attending.

5.6 Understanding of transition process

It is important for young people to have knowledge about the options available to them on transition, when key decisions have to be made and the support they can access. The National Deaf Children's Society runs a programme called My Futures through its charitable funds. The case study below outlines the type of information deaf young people benefit from receiving:

Case study: The My Future programme

The My Future programme provides specialist careers advice to students with hearing loss in secondary schools and colleges. These workshops aim to raise young people's knowledge of their rights for support in education, training and employment as well as preparing them for the challenges ahead. The sessions are interactive with opportunities for students to share their thoughts and ideas. Evaluations of the workshops have been extremely positive with 88% of young people who have participated stating that they are more confident to achieve future goals and will use what they learned. The content of My Future sessions has recently been reviewed and from 2017 participants will be able to select workshops on:

- Building a CV & Applying for Jobs: This event works with young people to identify current CV content and come up with a strategy to develop more. The day allows a CV to be gradually drafted rather than completed as a 'set-piece' objective at the end.
- Going to Interviews: An interactive workshop with mock interviews and role plays that also provides guidance on assistance from Access to Work.
- Education & Learning – Post-18: This workshop is delivered in partnership with universities, apprenticeship trainers and members of professional institutes. The session explores the different routes to achieving higher qualifications and the careers they unlock as well as how to apply, get finance and access support.
- My Future (with My Family) -This is an informal event requiring families to work together on a challenge. It provides families with an opportunity to meet invited guests who are key in transitions and find out about their role.

My Future sessions aim to:

- Help young people with hearing loss think about their futures and what they want to go onto next.
- Help them develop the confidence and coping strategies to manage their deafness in different situations.

Quotes from young people who attended events:

"I feel like I can have the confidence to attend a job interview."

"...looking at the availability of tech products was amazing! Just being able to speak to those around us was also helpful"

5.7 Working in partnership

There are a number of examples outlined in this guide of organisations working in partnership to help in ensuring a smooth transition. In Kent, social care services for children and adults are working together to establish a new system to improve transition between their services.

5.7.1 Kent Sensory Services

In Kent they are developing an all age sensory pathway for social care support. The aim is to ensure a smooth and co-ordinated transition between the services and prevent the frequent 'cliff edge' outcome where social care support for children and young people abruptly end when they become 18.

The Children and Families Act and the Care Act have provided the driver for Kent to change the way it commissions and provides services. The objective of these changes is to deliver services which reflect the journey of the young person as they move into adulthood. The new system will:

- Provide more flexible services across the age ranges.
- Ensure that specialist skills and expertise within children and adult social care services are shared to improve both the consistency of assessment and the support that is offered.
- Review IT and other systems that differ between adult and children's services.

5.8 Open-mindedness to options

Part of taking a person-centred approach (see 5.3) is ensuring that young people are able to make an informed choice about what they would like to do next. To do this they require information about the full range of options available to them and the support that is available for each option. A coalition of organisations in the North-east work together to hold a 'transition day' for young people with hearing loss in the area:

Case study: The North of Tyne Transition Day

The North of Tyne Transition Day is held every two years and is open to young deaf people with hearing loss and their families. The event is organised by Freeman Hospital Audiology department and is supported by local Education Sensory Support services (Newcastle Hearing Impairment Team, Sensory Support Services at Battle Hill and Northumberland Sensory Support Service (SENTASS)). The goal is to bring together a network of different services providing families with a one stop shop event.

Presentations at the event cover:

- Transition from paediatric audiology services to:
 - adult audiology services (for reviews, hearing test and hearing aid upgrades).
 - information about availability of assistive listening equipment (through sensory support services in school, Access to Work Services or even privately purchased by the patient).
- Transition from education sensory support to:
 - college/university education sensory support services
 - Access to Work Services
 - apprenticeship information
 - community support services
 - advice on accessing on personal independence payment (PIP).
- Deaf role models addressing their experiences of higher education/employment.

The event also provides the opportunity for young people and families to meet with organisations from outside statutory Education, Health and Social Care services such as charities, support groups and volunteer groups. Groups that have previously been involved in the transition day include the National Deaf Children's Society, Deaflink, Deaf Roots and Pride, Hear to Help, interpreter services and suppliers / manufacturers of assistive equipment for deaf people.

6 Further information and resources

Access to Work

Access to Work is a government scheme which can provide funding towards the cost of support in employment practical financial support for individuals whose health or disability, including a mental health conditions, affects the way they do their job. www.gov.uk/access-to-work/overview

Accessible Information Standard

The Accessible Information Standard was published by NHS England, following approval as a new 'information standard' for the NHS and adult social care system, in July 2015.

Officially called SCCI1605 Accessible Information, the Accessible Information Standard ('the Standard') directs and defines a specific, consistent approach to identifying, recording, flagging, sharing and meeting individuals' information and communication support needs, where those needs relate to a disability, impairment or sensory loss.

Organisations that commission NHS care and / or publicly-funded adult social care, for example Clinical Commissioning Groups (CCGs) and local authorities, must also support implementation of the Standard by provider organisations.

Breaking the Sound Barrier

A handbook to help employers make sure their recruitment process and workplace are as fair and accessible to deaf people as possible: www.ndcs.org.uk/breakingdownbarriers

Disabled Student Allowance

Information about Disabled Student Allowances: www.gov.uk/disabled-students-allowances-dsas/overview.

Commissioning audiology services for young adults

A leaflet is written for those responsible for commissioning audiology services for teenagers and young adults: www.ndcs.org.uk/document.rm?id=7934.

Preparing for Adulthood

A collection of resources aimed at supporting local authorities and their partners with supporting disabled young people to adulthood: www.preparingforadulthood.org.uk

Remploy

Remploy have been providing jobs and support for disabled people (including those with hearing loss), for many years. They can provide support to young people looking to move into employment. <http://www.remploy.co.uk/>

Supporting deaf young people through transition

A guide for professionals supporting deaf young people through post-16 transitions Available from: www.natsip.org.uk (free registration required).

7 Where to go for further help on hearing loss and transition

National Deaf Children's Society

Tel: 0808 800 8880

Email: helpline@ndcs.org.uk

Web: www.ndcs.org.uk

Provides information for professionals, parents and young people about their options post-16 and the support available

Ear Foundation

Tel: +44 (0)115 942 1985

Email: info@earfoundation.org.uk

Web: www.earfoundation.org.uk

Provides services to families and professionals aiming to bridge the gap between clinic-based services where hearing technologies are developed and those who use them at work and home

Action on Hearing Loss

Textphone: 0808 808 9000

SMS: 0780 000 0360

Email: information@hearingloss.org.uk

Web: www.actiononhearingloss.org.uk

Provides information about support available in employment, technology and communication support

National Sensory Impairment Partnership

A partnership of organisations working together to improve outcomes for children and young people with sensory impairment www.natsip.org.uk

Council for Disabled Children

An umbrella body for the disabled children sector, bringing together professionals, practitioners and policy makers: www.councilfordisabledchildren.org.uk

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