

Lost in Transition? The post-school experiences of young people with vision impairment

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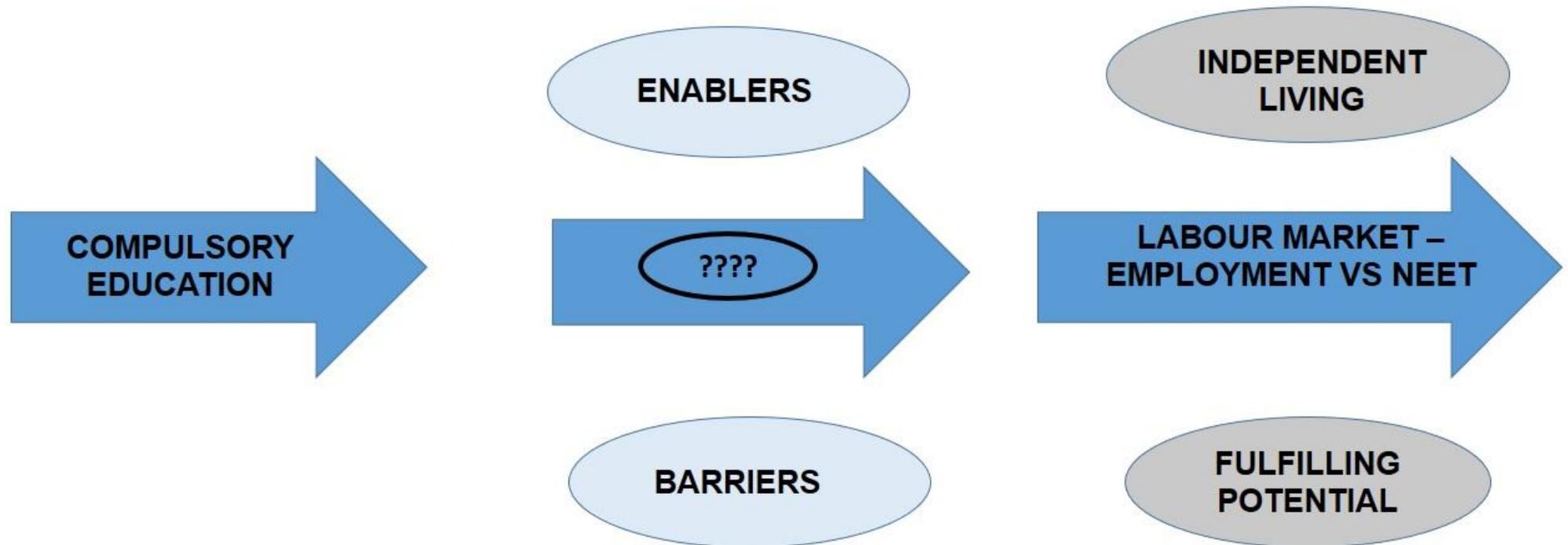
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Overview

1. Background to the Longitudinal Transitions Study
2. What does the evidence say?
3. What can we do about it?

1. Background to the Longitudinal Transitions Study

Aims of the Longitudinal Transitions Study



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Introduction to the participants

- In 2010 we recruited 82 young people:
 - aged 14-16 years
 - supported by service for their vision impairment
 - ‘independently complete a questionnaire’
 - broadly representation of the overall population



Research design

- Longitudinal qualitative study
- Participants interviewed 1-2 times a year
 - Tracked transition journey
 - Explored various themes, informed by literature
- Telephone interviews, recorded, transcribed verbatim



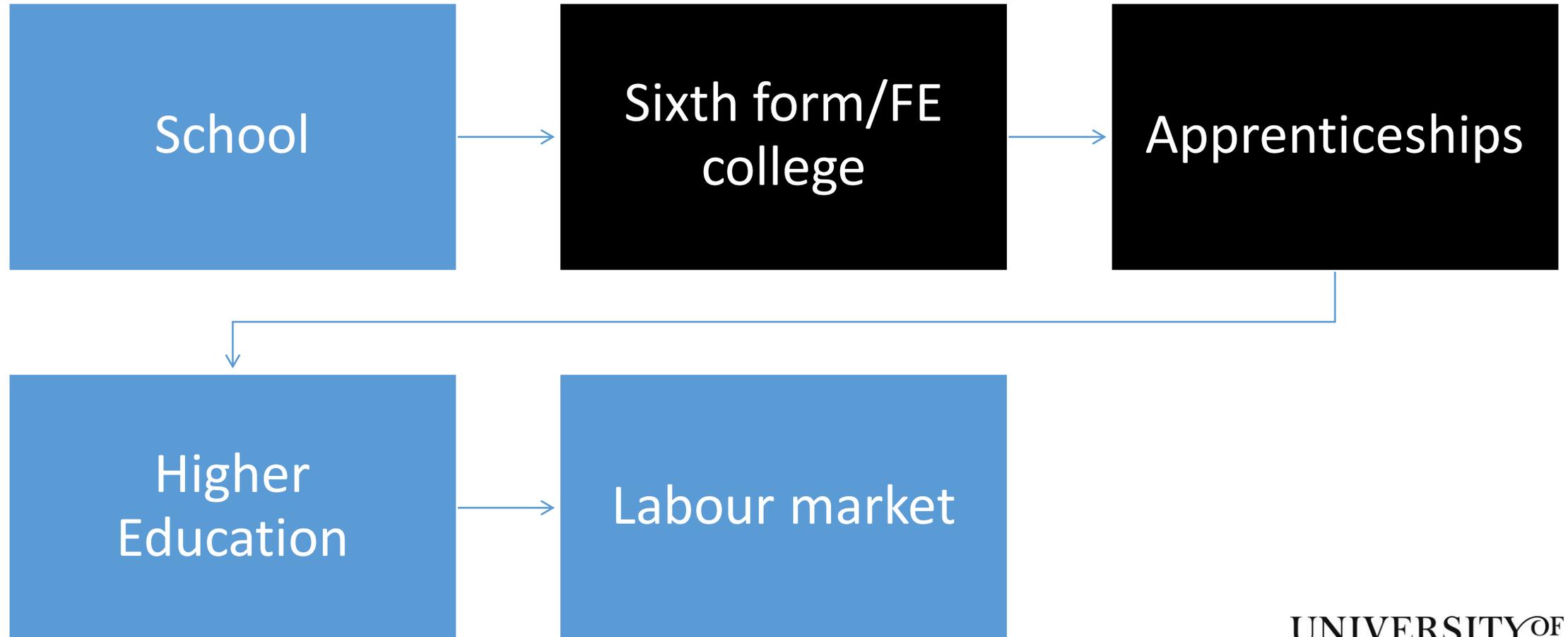
Theoretical position:

- Access to Learning-Learning to Access model (McLinden et al, 2013)
- Gather evidence of how young people have experienced and made this transition from 14-16 to 24-26
 - How the systems have given them *access to learning*?
 - How the systems have taught them *learn to access*?

2. What does the evidence say?

Post-school transition journeys of young people with vision impairment,
as captured through the Longitudinal Transitions Study

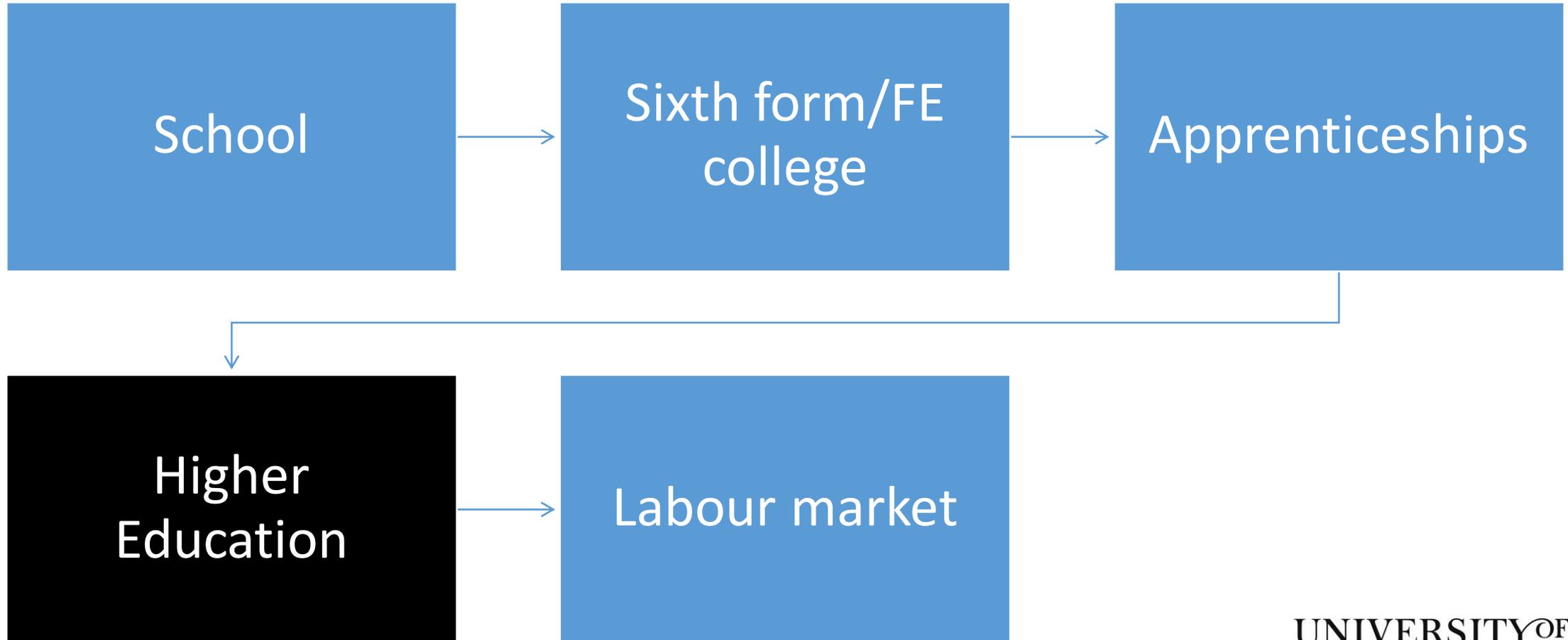
Destinations after GCSEs



Destinations after GCSEs

- Where do young people with VI go after compulsory education?
 - Well educated (higher than national average) and optimistic
 - Many remained in education – sixth form, FE
 - Some into employment and apprenticeships
- **But** increasingly:
 - Churning
 - Uncertainty about what to do next
 - Difficulties in identifying opportunities

Higher Education



Studying in Higher Education: “Jamie”



Case study Studying in Higher Education

Performed by Kieran Ellis

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Written by Dinos Aristidou from case studies and research conducted by Rachel Hewett
Filmed and edited by Jake Sawyers

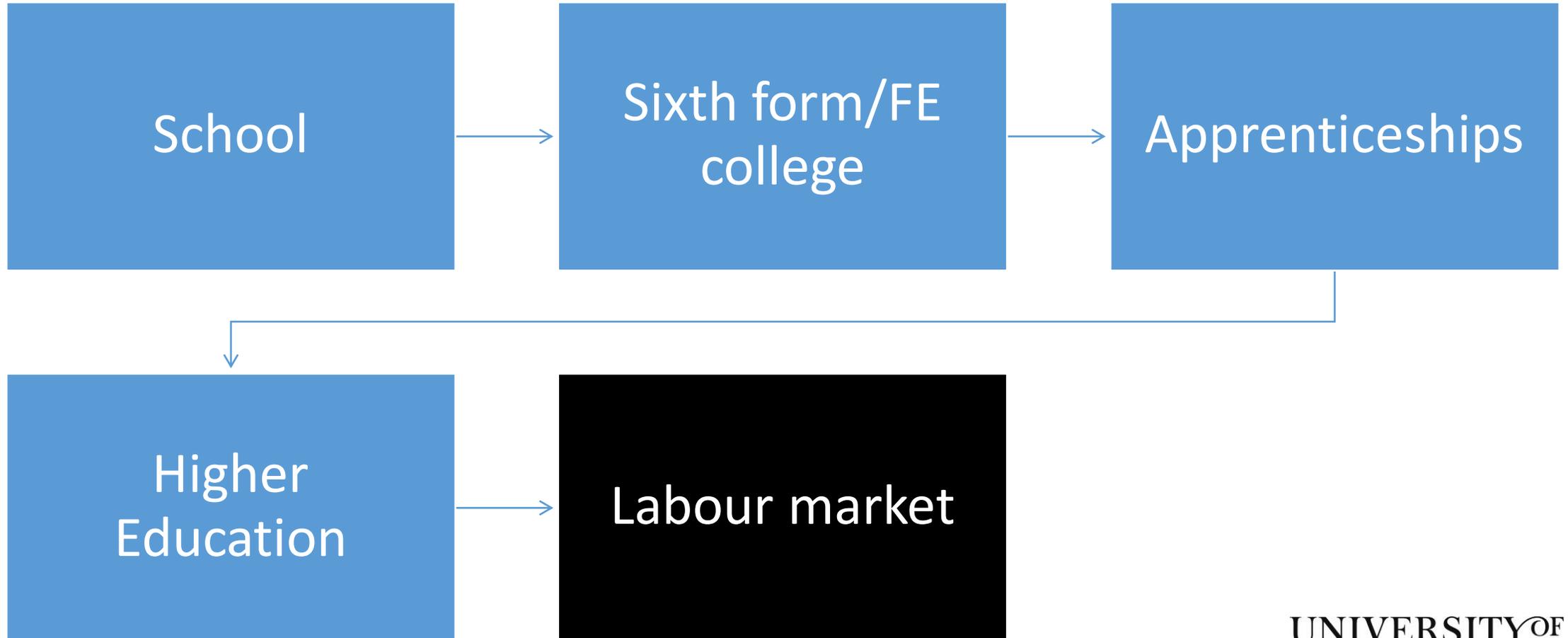
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Higher Education

- Disabled Students' Allowance
 - Extremely valuable scheme
 - Barriers to access
- Lack of inclusion in HE
 - General inaccessibility
 - Limited understanding of VI
 - Lack of anticipatory adjustments
 - Exams
- Outcomes
 - Majority successfully graduated, however...
 - Repeated years/modules
 - Restricted participation in other activities



Entering the labour market



Searching for employment: “May”



Case study Applying for graduate roles

Performed by Megan John

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Experiences of searching for jobs

- Inaccessible application processes
- Lack of understanding of VI from employers
- Highlighted importance of self-advocacy skills
- Limited skills for searching for jobs
- Lack of knowledge of Access to Work/reluctance to use
- Some reluctance to disclose VI

Becoming long-term NEET: “Eva”



Case study
Accessing support for employment as someone
who is long term NEET

Performed by Hannah Mathews

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Accessing support once NEET

- Limited support available to help move closer to the labour market
 - Low aspirations from JobCentre Plus staff
 - Mixed experiences when accessing specialist services
 - Limited knowledge for supporting individuals with VI
 - Lack of support for developing specialist skills
- Leaves young people with VI vulnerable to becoming long-term NEET

3. What can we do about it?

'Lost in Transition' report



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Lost in Transition?

The post-school experiences of young
people with vision impairment



- See: Factors contributing to positive outcomes for young people with vision impairment
- 9 recommendations:
 - Some focus upon the (specialist) education services: protecting and defining; work experience opportunities
 - Some on developing target policies (existing and emerging): DSA, Access to Work; Job Centre Plus

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What helps improve transition outcomes?

- Inclusive environments
- Being able to draw on previous experiences
- Broad range of skills for accessing information
- Confidence in getting around independently in new areas
- Self-advocacy skills



Case study Advocating

Performed by Jake Sawyers

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