

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

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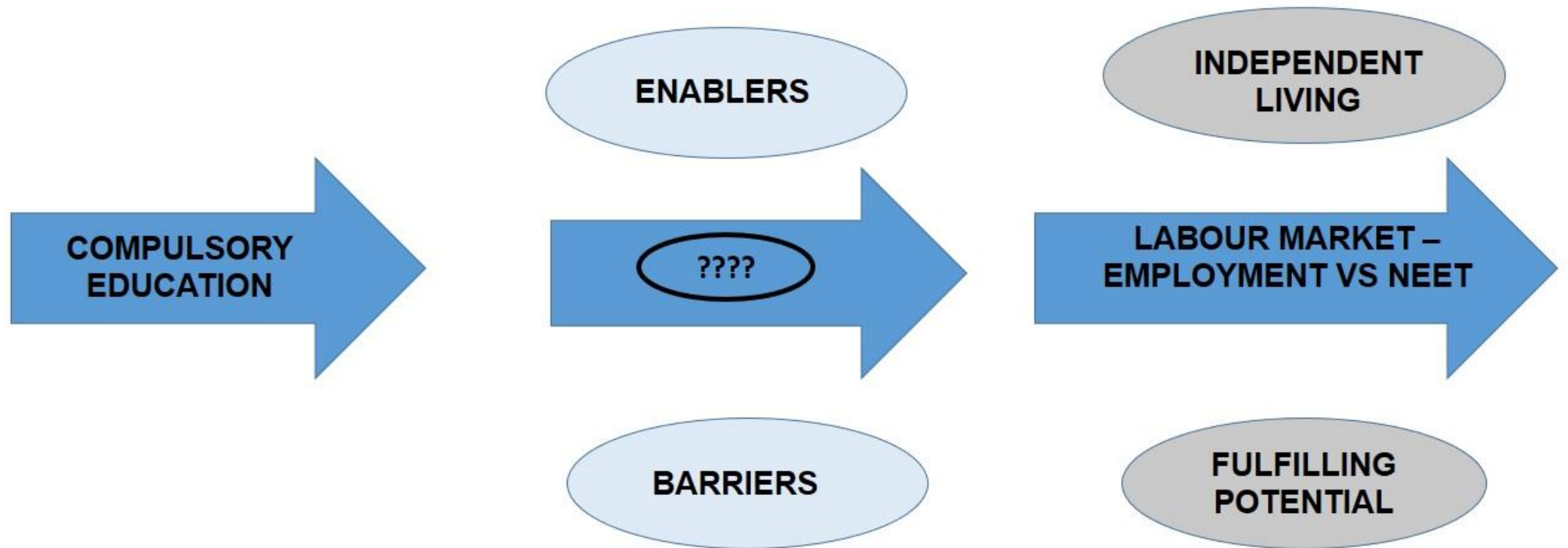
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# Overview

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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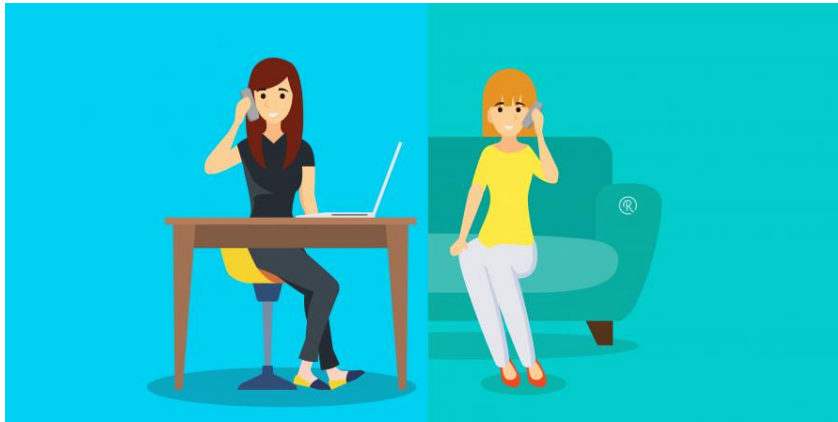
# Introduction to the participants

- 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:

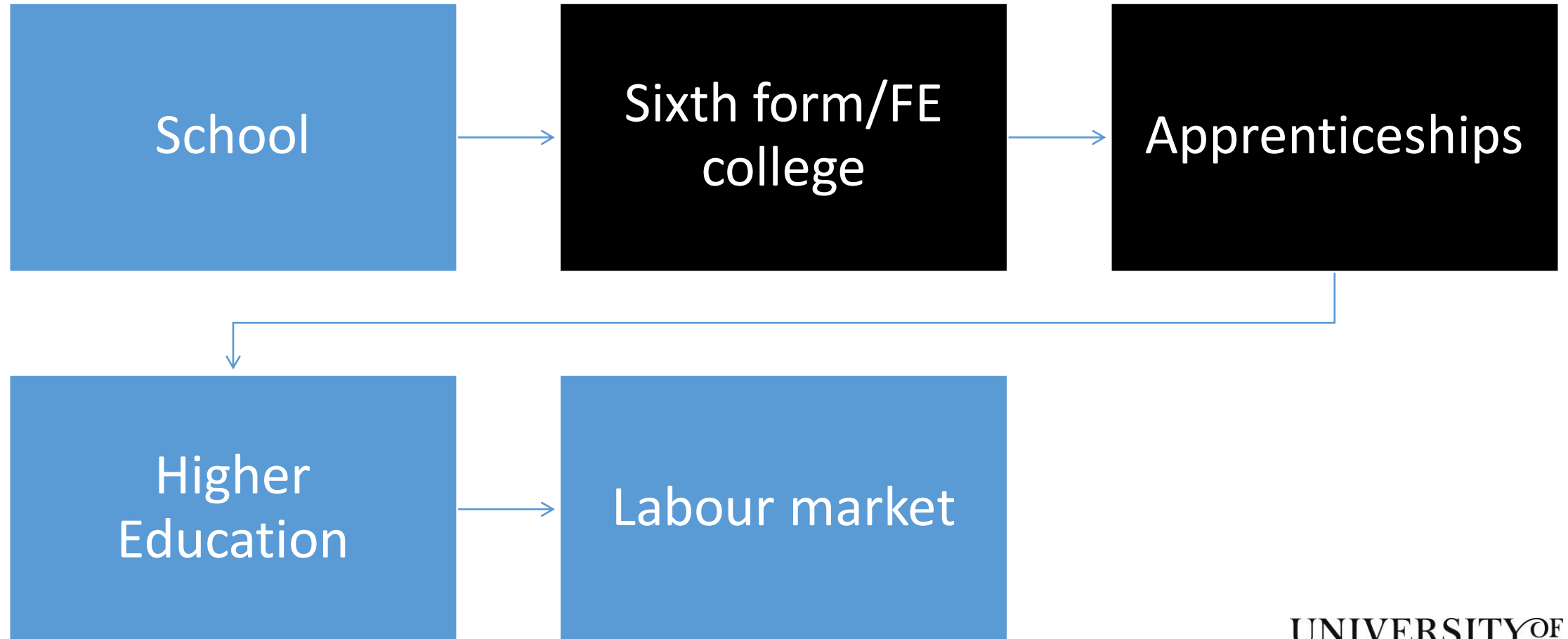
- Access to Learning-Learning to Access model (McLinden et al, 2013)
- Gather evidence of how young people have experienced and made this transition from 14-16 to 24-26
  - How the systems have given them *access to learning*?
  - How the systems have taught them *learn to access*?

## 2. What does the evidence say?

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



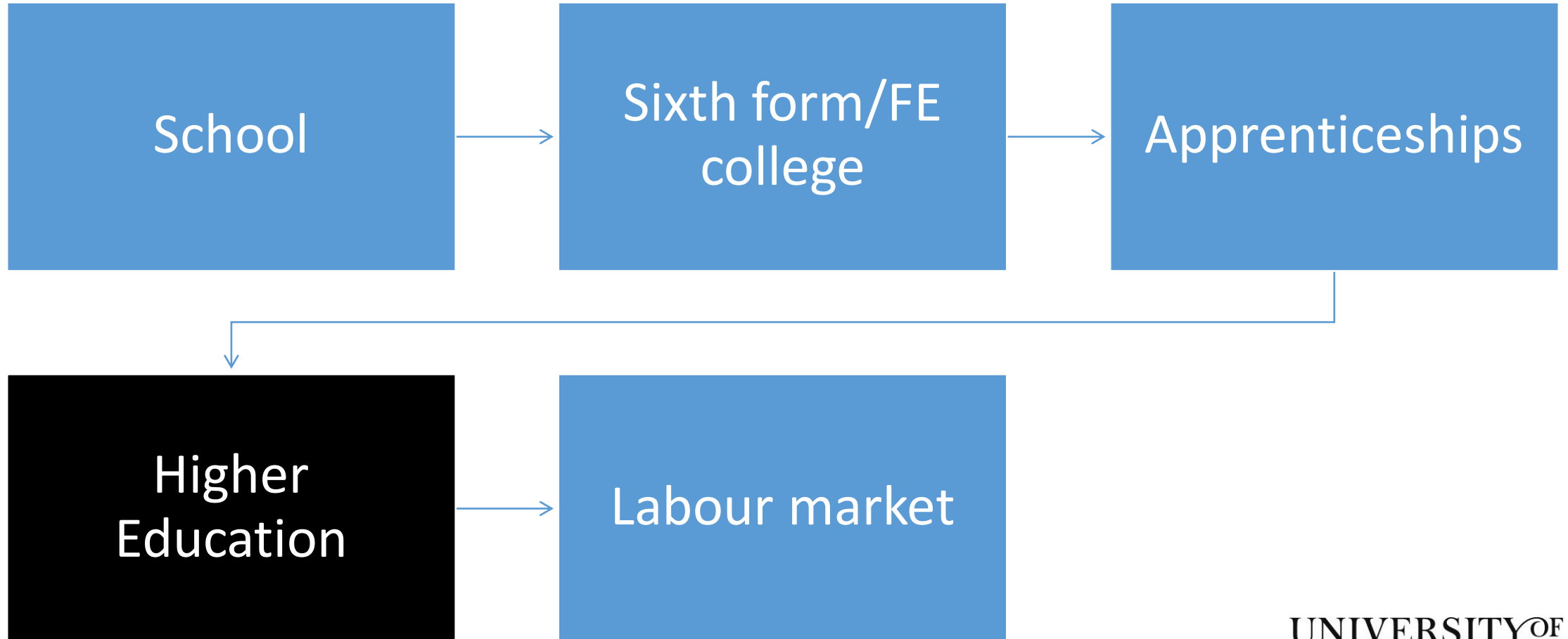
# Destinations after GCSEs



# 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

## Lost In Transition



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

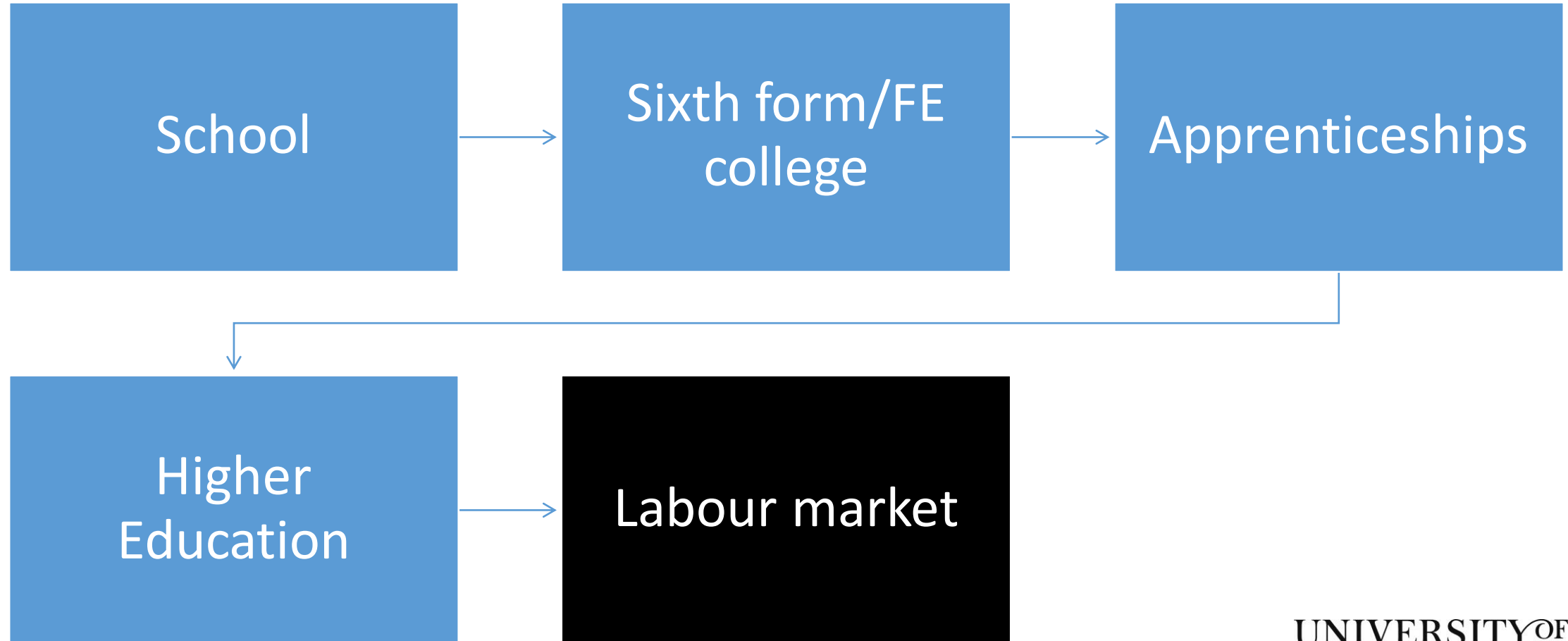
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# Higher Education

- 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

## Lost In Transition



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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**

## **Lost In Transition**



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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

## Lost In Transition



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