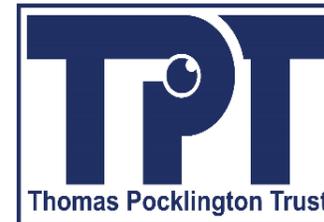




# Vision Impairment: The Journey to Adulthood



# Thomas Pocklington Trust (TPT) – Vision Impairment: The Journey to Adulthood

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# Content & Structure

Who are we talking about? - The demographics and categorisation of vision impaired children & young people (VI CYP)

Challenges and barriers to successful post -16 transition

TPT/University of Birmingham CEIAG Research Overview – Main Findings

TPT - Transitions Services & Resources for VI CYP

Questions & Close

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# SEND & Vision Impairment in Children & Young People

## **SEND**

1.2 million children/young people with SEND. This = 15% of all young people

250,000 have an EHC plan and most are in mainstream schools

## **Vision Impairment**

34,500 VI estimated in England alone. This = 2.9% of the total SEND population

50% estimated to have other disabilities and additional needs

SEND Code of Practice 2015 VI CYP are categorised in the physical needs sub-group while those with additional or complex needs may be primarily identified in terms of their cognitive/learning disability or, communication and interaction disability such as (Autistic Spectrum Disorder)

# What the stats say

- highest attaining of the SEN group, however they are significantly behind their peers in terms of academic attainment:
- Key Stage 2, 46% achieved the expected, or above the expected standard in reading, writing and maths compared to 70% of all pupils
- Key Stage 4, 48.9% of students with VI as their primary SEN gained GCSE grade 4/C or above in English and Maths in 2016/17 compared to 63.9% of all pupils
- remain in education for longer than their peers this extra time in education is not necessarily being used productively.

# Barriers in Further Education: VICTAR study

- Pursuing vocational courses which may not be appropriate
- Evidence of churning
- Lower qualifications and vulnerable to becoming long term NEET
- Low aspirations and expectations signposting towards benefits rather than employment support.
- Unprepared to explain VI and adjustments needed.
- Limited knowledge of technology and possible adjustments which might be put in place.

<https://www.birmingham.ac.uk/research/victar/research/longitudinal-transitions-study/index.aspx>

# Barriers in Further Education

Other evidence and queries into service

- Access to technology
- Access to exams
- Getting around
- Funding
- Understanding of VI
- Not wanting to stand out

More that we need to understand – vocational qualifications, experiences of professionals and students

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# Accessibility case study (HE): Jason King

Some aspects of Archaeology involve examining tiny marks on pottery and metal which for me is impossible. But the university found a way around this by using a mixture of tactile indications as well as the lecturer working one to one with me on how I can identify things just by feeling them. This really helped. We also used special microscopes that link to large screens. This enhanced the object and allowed me to see it in a way a fully sighted person would.

“We used 3D scanners to copy the objects onto the touchscreens where I can then zoom, flip and manipulate it in a way I would not have been able to do with just the object itself – it was so useful.

# TPT/University of Birmingham Research 2020 - Method

- Online survey of young people with vision impairment
    - May-June 2020
    - N=36
    - Reflections of CEIAG received; investigation of professional support received; work experience; information and stakeholder engagement.
  - Focus groups with QTVIs
    - June 2020
    - N=19
    - CEIAG provided by Local Authorities; CEIAG in Schools and FE colleges; outcomes of young people with VI; strengths, weaknesses and aspirations for CEIAG
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# Main Findings

Just over a third (12) rated their support overall as 'Good' or 'Excellent'. Less positively just under two-thirds (19) gave overall neutral or negative ratings of 'Average', 'Poor' or 'Very Poor'

Very few (8) of the CYP felt their school/college had a clear careers strategy. Those who rated their overall CEIAG highly tended to also observe a clear strategy.

A high rating for CEIAG support was linked to receiving impartial careers advice which took into account their VI.

The majority of respondents (30) viewed it as important that CEIAG advisors and/or staff have an understanding of VI.

Just over a third (13) of all respondents participated in work experience as part of their careers programme.

All 13 of those who had completed a work placement rated it as either partly or very useful in preparing them for the future.

# Main Findings 2

Less than half (15) of the respondents reported having access to a personal careers advisor.

Around a third (10) of the respondents reported having access to a QTVI as part of CEIAG.

Around a third (10) of the respondents reported that their SENCo was involved in the delivery of CEIAG.

In 9 of 12 cases where the overall quality of CEIAG support was rated 'Good' or 'Excellent' a SENCO and/or a QTVI was involved. Conversely, in 9 of 19 cases where support was rated 'Average', 'Poor' or 'Very Poor' there was no input from either a QTVI or a SENCO.

# Main Findings 3

Vast majority had EHCP plan in place (24) with a small number having an SEND Plan (3)

Majority having no or not knowing if they have a transitions plan in place (20) with just under a third (9) reporting they had one

# TPT Resources

## CYPF

Coming soon -

- CEIAG Self-Help Guide
- Work Experience Self Help Guide

## Employment Resources

Tips on – searching for jobs, interviews, completing application forms, mock interviews, writing a cover letter and CVs

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# TPT service: student support service

We're here for students aged 16+ looking to enter and get the most out of further and higher education, their parents/carers and professionals

- Range of web based resources, FE and HE specific
  - Support service, 1:1 information, advice and guidance
  - [Student Support Facebook page](#)
  - Events and networking opportunities
-

# TPT Support Services

## **Student Support Service**

<https://www.pocklington-trust.org.uk/student-support>

[Student.support@Pocklington-trust.org.uk](mailto:Student.support@Pocklington-trust.org.uk)

## **Employment support**

<https://www.pocklington-trust.org.uk/employment>

[employment@Pocklington-trust.org.uk](mailto:employment@Pocklington-trust.org.uk)

## **Children and Young People**

<https://www.pocklington-trust.org.uk/children-young-people-families/>

[cypf@pocklington-trust.org.uk](mailto:cypf@pocklington-trust.org.uk)

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# Best Practice – Specialist UK Visual Impairment Curriculum Project

2 Year project launched September 2020

Collaboration between RNIB, VICTAR/University of Birmingham and VIEW

2 main outputs

- A single, unifying outcomes framework for VI CYP in mainstream and specialist schools/colleges
  - A central repository for quality assured resources relating to the outcomes framework made freely available to professionals supporting VI CYP in schools and colleges across the UK
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# What we mean by specialist curriculum

Skills and understanding that are specific to growing up with a vision impairment and preparing for adult life:

mobility

independent living/life after school

assistive technology

braille

independent learning

social communication

self advocacy

Specialist UK Visual Impairment Curriculum Project (SUKVIC)

<https://viewweb.org.uk/specialistcurriculum/>

**A BIG THANK YOU**

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