



THE UNIVERSITY  
of EDINBURGH



## **Post – school transitions of people who are deaf or hard of hearing**

### **Building policy lessons from research evidence.**

#### **Attendee Briefing**

Thank you for agreeing to take part in our research seminar on the post-school transitions of young people who are deaf and hard of hearing (DHH). Your unique perspectives on this issue are extremely valuable.

This research, commissioned by the National Deaf Children's Society (NDCS) and conducted by the University of Edinburgh, presents us with a range of significant findings with regards to the transition experiences of DHH young people. This covers a wide range of services as well as provision in secondary school, higher education, further education, training placements and the workplace. The findings are important for all those supporting young DHH people, particularly across education, health, social care and business sectors.

During this half day seminar, a focused group (20 – 25) of attendees from across those sectors will join the process of exploring these research findings and identifying a set of workable and compelling policy recommendations that will promote positive transitions for this group.

#### **Plan for panel discussions & breakout session**

Each panel discussion will last 50 minutes, with each panel member being asked for about 5 minutes of initial comments before questions are taken from the floor for the remainder of the session. Outlined below are details of how the panel discussions will be themed.

#### **Panel 1**

##### **Setting the scene: current practice in supporting transitions among DHH group**

- Sally Cavers, Enquire
- Fiona Smith, Ayrshire Hearing Impairment Service
- Mariela Fordyce, University of Edinburgh
- Liz Catterson, Independent Consultant
- Chair: Heather Gray, NDCS Scotland

This panel discussion will consider issues such as

- The availability of post-16 transitional support for the DHH group in Scotland
- The biggest challenges or barriers preventing positive transitions among the DHH group
- The key factors that promote positive transitions among this group, and how can we ensure this best practice is shared and benefits all DHH young people

## **Panel 2**

### **Next steps: policy recommendations to promote positive transitions**

- Danny Logue, Skills Development Scotland
- Peter Doran, Independent Consultant
- Sally Cavers, Enquire
- Professor Sheila Riddell, University of Edinburgh
- Chair: Heather Gray, NDCS

This panel discussion will consider issues such as:

- How the current policy framework around transitions in Scotland can support better transitions among the DHH group
- Possible gaps in this policy framework or challenges in implementation that should be addressed to better support transitions
- The key stakeholders and/or partnerships that can create change around transitions for the DHH group

### **Discussion break out groups**

Attendees will have a choice of 3 breakout discussion groups focusing on how policy should respond to the research in the following areas:

- Pre-16 education provision and transition planning arrangements
- Post-16 education provision in FE and HE
- Post-16 provision of wider services and employment (careers services, intervention, employment support, work place, training, audiology)

Suggested questions for consideration during this session:

- Within your chosen area, what are the key lessons to be drawn from the research findings?
  - What are the challenges in achieving positive transitions in this area?
  - How should policy in each area respond to key lessons from the research findings?
- Attendees will be asked to keep notes of their discussion and feedback one suggested policy response

If you have any questions or require any further information, please contact [katie.rafferty@ndcs.org.uk](mailto:katie.rafferty@ndcs.org.uk) or call 0141 354 7852.