Post-school transitions of young people with additional support needs

Developing a new research agenda

Date: Wednesday 20th August 2014
Time: 9:30 - 16:00
Venue: Paterson’s Land G21 (floor plan), Moray House School of Education (campus map), University of Edinburgh, Holyrood EH8 8AQ (Google map)

Research carried out by the Centre for Research in Education, Inclusion and Diversity at the University of Edinburgh has highlighted the difficulties experienced by young people with additional support needs in accessing post-16 education, training and employment. A recently completed project on the post-school transitions of young people who are deaf and hard of hearing has identified several areas of concern, including transition planning for pupils with ASN at the end of compulsory education, transitions to adult health and social services, support and funding in colleges and on training programmes, and employer discrimination.

This event combines knowledge exchange activities with the development of a new research agenda in collaboration with policy makers, practitioners and third sector organisations which support young people with additional support needs. Topics covered on the day include:

- The legal framework regarding ASN Tribunals and the role of the national Advocacy Service
- Principles of good transitions for young people with ASN
- Building policy lessons from research evidence

The event is aimed at educational practitioners, third sector organisations, policy makers, local authorities, disability support officers and college staff supporting students with additional support needs, young people and their parents/carers.

Contact:
Dr Mariela Fordyce
School of Education
University of Edinburgh
Mariela.Fordyce@ed.ac.uk
0131 651 6517
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Programme
Chair: Professor Sheila Riddell

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>09.30 – 10.00</td>
<td>Registration and refreshments</td>
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| 10.00 – 10.05 | Welcome from the Head of Institute for Education, Community & Society  
Dr Gillean McCluskey         |
| 10.05 – 10.10 | Scene setting from the Chair, Professor Sheila Riddell                                   |
| 10.10 – 10.40 | Post-School transitions: the legislative context  
Iain Nisbet, Govan Law Centre                                 |
| 10.40 – 10.55 | Principles of good transitions  
Scott Read, ARC Scotland                               |
| 10.55 – 11.05 | Q & A                                                                                     |
| 11.05 – 11.15 | Break                                                                                     |
| 11.15 – 11.45 | Striving for inclusion: deaf young people’s transitions from school to work  
Mariela Fordyce, The University of Edinburgh            |
| 11.45 – 11.55 | My experience of transition  
Laura Murdanaigum                                        |
| 11.55 – 12.05 | Close the gap (NDCS’ Close the Gap Scotland video)  
Heather Gray, National Deaf Children’s Society            |
| 12.05 – 12.15 | Q & A                                                                                     |
| 12.15 – 13.20 | Lunch (Lunch is served in Chapters restaurant, on the lower ground floor)               |
| 13.20 – 13.50 | Post-school transitions of young people with low levels of achievement in Ireland  
Professor Emer Smyth, Economic and Social Research Institute, Dublin |
| 13.50 – 14.00 | Q & A                                                                                     |
| 14.00 – 15.00 | Round table discussions (Split into groups in Rooms G.42 & G.43)  
The audience will be asked to identify areas in need of research evidence in their field of work and make recommendations for promoting positive post-school transitions of young people with ASN. |
| 15.00 – 15.10 | Break                                                                                     |
| 15.10 – 15.20 | Transition planning: a national perspective  
Laura Meikle, Scottish Government                         |
| 15.20 – 15.30 | Q & A                                                                                     |
| 15.30 – 16.00 | Panel discussion: Reflections on the day and closing remarks                               |

Centre for Research in Education Inclusion & Diversity (CREID)
W: www.creid.ed.ac.uk  T: 0131 651 6459  Tweet us @CREID_Edin