

## Research

Our research activities include studies of policy, practice and provision to meet a diversity of learner needs as well as research which focuses on specific aspects of disability. We also have two dedicated research centres - the **[Autism Centre for Education and Research \(ACER\)](/research/activity/education/acer/index.aspx)** (</research/activity/education/acer/index.aspx>) and the **[Visual Impairment Centre for Teaching And Research \(VICTAR\)](/research/activity/education/victar/index.aspx)**. (</research/activity/education/victar/index.aspx>)

Our research focuses on:

- Policy and theoretical analyses of schools, systems and support structures
- Developing methods and methodologies, particularly participatory research and the use of innovative technologies
- Language and literacy
- Cognitive and developmental needs
- Professional development, particularly with reference to e-learning
- The circumstances and needs of particular special educational needs and disability groups

Examples of some of our research:

### Autism

### Deafblindness

### SLD/PMLD

### Visual Impairment

**[The experiences of people with dual sensory impairment attending rare syndrome clinics](/research/activity/education/victar/research/deafblind-attending-rare-syndrome-clinics.aspx)** (</research/activity/education/victar/research/deafblind-attending-rare-syndrome-clinics.aspx>)

**[Experiences of Personal Independence Payment \(PIP\) on people with sensory loss](/research/activity/education/victar/research/experiences-of-personal-independence-payment-on-people-with-sensory-loss.aspx)** (</research/activity/education/victar/research/experiences-of-personal-independence-payment-on-people-with-sensory-loss.aspx>)

**[Evaluation of the future in-sight project](/research/activity/education/victar/research/evaluation-of-the-future-in-sight-project.aspx)** (</research/activity/education/victar/research/evaluation-of-the-future-in-sight-project.aspx>)

**[Reach Forward: Making educational research count for children with disabilities in Malawi, Kenya and Uganda](/research/activity/education/victar/research/reach-forward/index.aspx)** (</research/activity/education/victar/research/reach-forward/index.aspx>)

**[Barriers to access: why some children with albinism in Malawi are not attending school](/research/activity/education/victar/research/barriers-to-access.aspx)** (</research/activity/education/victar/research/barriers-to-access.aspx>)

**[The Educational Inclusion of Children with Visual Impairment in Developing Countries](/research/activity/education/victar/research/visual-impairment.aspx)** (</research/activity/education/victar/research/visual-impairment.aspx>)

**[Braille Dot Height](/research/activity/education/victar/research/braille-dot-height.aspx)** (</research/activity/education/victar/research/braille-dot-height.aspx>)

**[Network 1000](/research/activity/education/victar/research/network-1000.aspx)** (</research/activity/education/victar/research/network-1000.aspx>)

**[Steps to Independence](/research/activity/education/victar/research/steps-to-independence.aspx)** (</research/activity/education/victar/research/steps-to-independence.aspx>)

**[Standardisation of print reading scores for partially sighted print readers](/research/activity/education/victar/research/standardisation-of-print-reading-scores-for-partially-sighted-print-readers.aspx)** (</research/activity/education/victar/research/standardisation-of-print-reading-scores-for-partially-sighted-print-readers.aspx>)

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