

Sensory and Physical Needs: Visual Impairment (VI) **Universal provision**

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- The Single Equality Duty includes consideration of how access to the curriculum and the physical environment can be improved for children and young people with a VI. This also includes environmental considerations re new build/ refurbishment.
- Continuing Professional Development (CPD) programme in place for all appropriate non teaching and teaching staff related to needs of children and young people with VI
- SENCO aware of the guidance and support available to staff from external agencies e.g. Sensory Team
- SENCO disseminates updated information on the children and young people to all relevant staff within the school e.g notes from observations
- Class/subject teachers take responsibility for acting upon relevant information around individual student.
- School implements key strategies to increase access for children and young people with VIs (e.g. seating within class, access to ICT, access to interactive white board, allowing the wearing of glasses for PE).
- School ensures that all staff are aware of their responsibilities for ensuring access to the curriculum for all children and young people with VI.
- School aware of and acts on advice provided by a functional or clinical assessment, including appropriate differentiation of the curriculum for individuals
- School to monitor the VI pupil and seek advice from a qualified teacher of the visually impaired as appropriate
- school ensures high expectations of progress and achievement based on cognitive ability e.g if grouping by ability, cognitive ability is the criterion, rather than the impaired ability to access materials.
- Ensure curriculum is delivered at a pace appropriate to CP with VI
- Class/Year Group provision map, identifying effective use of classroom support
- Staff aware of how the curriculum can be differentiated for children and young people with VI and plan appropriately including for example:
 - ◊ Well-organised classrooms with clear route ways
 - ◊ Best seating arrangements in relation to the teacher/teaching focus and light source
 - ◊ Teachers verbalising work that is written on the board
 - ◊ written information including handouts, electronic information and homework is clearly presented in an uncluttered format no smaller than print size 12
 - ◊ Teachers talking to children and young people about their optimum/ preferred learning styles
 - ◊ Peer awareness, sensitivity and peer support
 - ◊ effective use of blinds and lighting to improve environmental conditions e.g enhance the contrast on the IWB
- With guidance, all staff should consider the following aspects when providing access to children and young people with VI: listening environment; teaching methods; use of technology
- Schools support the use of low-tech aids or equipment (basic word processors, Communication Passport)
- Rest breaks, to take account of fatigue, built in to the day
- Additional advice/on going specialist support from a qualified teacher of the visually impaired through traded services

Assessment

- All staff aware of the indicators of VI and able to contribute to the early identification of children and young people with VI
- Key staff are aware of referral procedures to other agencies including health, education and social care
- School supports parents/ carers to obtain appropriate medical assessment when a visual impairment is suspected
- SENCO seeks specialist advice when a visual impairment is diagnosed
- Ongoing monitoring should inform adjustments to curriculum planning and delivery

Pastoral Care

- Needs of children and young people with VI are included in whole school policies and initiatives in line with Single Equality Duty
- School will signpost families to the Local Offer for information from specialist agencies / support groups e.g. RNIB, My Sight Nottingham, National Blind Children's Society, LOOK etc
- Awareness raising sessions/ assemblies to facilitate a better understanding of a visual impairment
- School ensures that information (e.g. letters about non-uniform days and school outings) are provided in accessible formats.
- Ongoing discussion with children and young people and parents/ carers to ensure involvement in identification and planning to meet needs.
- Discussion with children and young people and parents/carers to ensure full involvement in identification and planning to meet needs
- Individualised pastoral support available as appropriate
- Recognition of particular stresses and anxieties that a visual impairment may cause

Sensory and Physical Needs: Visual Impairment (VI) Special Educational Needs Support

Curriculum and Teaching

- SENCO responsible for monitoring/coordination of specialist interventions
- Updated individual provision map/individual plan identifying all 'additional to' and 'different from' provision and interventions and including guidance/advice/ intervention from other support services and health professionals
- Continuing Professional Development (CPD) programme for relevant teaching and non teaching staff re knowledge and understanding of VI and implications for access/ social skills in school and wider community
- Qualified teachers of the visually impaired work with SENCO/class teacher/subject teachers to facilitate the children and young people's curriculum access. This may include:
 - ◊ advice on adaptations or use of aids and equipment
 - ◊ setting up, monitoring and reviewing individualised programmes
- Significant differentiation/ modification of the curriculum resources according to individual need
- Clear long term and medium term planning shared with qualified teacher of VI to enable resources to be prepared in time for lesson
- SENCO is responsible for managing and coordinating all specialist interventions
- All staff adopt strategies identified by the SENCO or outside agencies to support individual needs of children and young people
- School responsible for providing equal access to curriculum material. Qualified teachers of VI may assist accessing modified materials
- Time should be included for resource preparation and planning especially for practical sessions to promote independence
- School will provide low cost or non specialist equipment and should insure specialist high cost equipment loaned to the pupil
- School to prioritise VI pupils for allocation of school resources e.g. Kindles, iPads and laptops
- Specialist equipment, if provided, is for the use of the specified pupil
- Where adaptations to the school environment may be necessary e.g. vertical blinds, highlighting of hazards etc. advice should be sought from a qualified teacher of the visually impaired
- Life skills, social skills, mobility training built into children and young people's curriculum as needed
- Additional support for educational trips e.g. additional adult support on trip to swimming pool
- Targeted in-class support
- Teacher language modified to take into account VI e.g. enhanced cues to physical environment or when giving classroom instructions
- Small group or individual teaching may be necessary to address specific needs and may include the following:
 - ◊ Providing extra time to complete tasks; Preparing children and young people for a class activity/learning experience
 - ◊ Reinforcing aspects of the curriculum; Providing additional hands on experience of materials or presentations
 - ◊ Effective use of technology / specialist equipment to support access; Support for mobility in unfamiliar environments
 - ◊ Providing opportunities for additional real life experiences; A consistently organised physical environment
 - ◊ To develop specialist skills to improve curriculum access e.g. touch typing, Braille, Moon and use of specialist equipment
 - ◊ Learning mobility skills; Increasing social interaction with peers

Assessment

- Further specialist assessments where lack of expected progress despite high quality interventions and differentiation of materials
- Regular reviews of progress to include children and young people, parent, outside agencies and specialist teacher as appropriate
- Targets relating to VI will be included in individual provision maps/targets if appropriate
- A multi-agency meeting, such as CAF or Team Around the Child, set up as appropriate to include children and young people, parent, outside agencies and specialist teacher as appropriate
- Following a diagnosis, specialist support will assess the children and young people's functional use of vision, to include observations of children and young people in context
- Relevant clinical information about children and young people gathered and informs assessment
- Assessment of need for specialist equipment
- The school or the specialist support refer to other agencies when required

Pastoral Care

- Discussion with children and young people and parents/carers and involvement in planning
- Regular sharing of information with children and young people/parents/carers and other agencies
- Individualised pastoral support with a key worker as required
- Individual support for transition across all phases of education provided by the school and other agencies
- Clear guidance and process for children and young people to independently manage specialist equipment
- Signposting to enable access to positive VI role models with opportunities to meet peers with VI
- children and young people should have the opportunity to learn about their visual environment
- children and young people should have knowledge of their VI, its implications and appropriate management strategies
- Recognition of potential impact of eye condition on social and emotional development / peer relationships and support offered for this
- The school promotes active involvement of VI children and young people providing opportunities to make a positive contribution to school life and develop self-esteem and independence
- The school takes care to ensure that children and young people with a VI are not isolated in the classroom or in extra-curricular activities and have equal access
- Signposting to family support within the Local Offer from specialist organisations / other agencies e.g. Physical and Sensory Team, LOOK, Royal National Institute for Blind People, My Sight Nottingham, sign posting to the Local Offer