

Sefton Special Educational Needs and Disability (SEND)

Our Approach
Assess, Plan, Do Review



Sefton – Graduated Approach

A Provision Grid for Vision Impairment

Whole School Systems

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| <ul style="list-style-type: none"> • The school has an inclusive ethos that supports learning and wellbeing of all CYP and promotes positive relationships with staff and students within school. • Appropriate whole school policies are in place for supporting CYP with visual difficulties. • The SENCO, as strategic lead, has sufficient time to implement the Code of Practice. • There are systems in place for staff to seek information about CYPs visual needs/concerns. The SENCO is aware of the Vision Team and knows how to contact the Vision Team. • The SENCO understands who is supported by the Vision Team. • The SENCO understands the process for referrals and what to do if there is concern. • There are systems in place for supportive relationships with parents and carers and these are utilised for the benefit of CYP: pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed • The school has completed baseline assessments and re-assessment of CYP needs using the Assess, Plan, Do Review cycle. | <ul style="list-style-type: none"> • The school plans, organises and implements adaptive teaching strategies, reasonable adjustments and specialist resources for CYP with VI. This approach supports access to the curriculum; identifies and removes or overcomes barriers and promotes participation and progress. • There is a system of regular review of progress in response to adaptive teaching. • There are systems in place to ensure there are knowledgeable and empowered professionals around the CYP. The SENCO acts as a role model in engaging with training from the Vision Team and ensures that the staff has an awareness of the implications of visual difficulties and knowledge of strategies to facilitate the inclusion of CYP with a visual impairment. • Structures are in place to mediate information about a pupil's vision to those who need to know. • Systems are in place to support successful transitions for CYP with VI. • Systems are in place to support CYP with VI to access the additional, specialist curriculum during the school day. • Staff are aware of and use appropriate vocabulary of vision impairment. |
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If a CYP has a diagnosed vision impairment that meets the service threshold for involvement, QTVI advice may be sought for universal and targeted support. Some of the targeted and specialist support specified is dependent on the nature of the consent given, for example, the extent of consent for information sharing. The information in this grid is a guide - to identify and meet the individual needs of a CYP with vision impairment, you should consult with a QTVI from the Vision Team.

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (Progress indicator)
Universal Classroom Offer	<p>Following advice</p> <ul style="list-style-type: none"> Follow advice from vision Team and understand what to do if concerned about a child's vision. <p>Voice of the family</p> <ul style="list-style-type: none"> Identify pupil strengths and interests. Gather pupil and parent/carer voice. Advise parents to seek appropriate medical advice where there are concerns of ongoing visual difficulties in school. <p>Safety and the environment</p> <ul style="list-style-type: none"> Assess the classroom and school environment. Create health and safety documents (e.g. PEEP) and risk assessments as required, using information from specialists where that is available. <p>Sight checks</p> <ul style="list-style-type: none"> Liaise with school health to ensure eye tests are done as part of health screening in schools. See Vision Tests and Assessments 	<p>Following advice</p> <ul style="list-style-type: none"> Anticipate the needs of the child with VI and make reasonable adjustments in a timely manner. Involve the CYP in decisions about <p>Awareness of vision</p> <ul style="list-style-type: none"> Understand some conditions may cause vision to fluctuate. Follow Sefton's advice for children wearing patches. <p>Sensory development</p> <ul style="list-style-type: none"> Maximise the development and use of the senses from an early age. <p>Learning approaches</p> <ul style="list-style-type: none"> See Sefton Vision Team's Top Tips <p>Braille Users</p> <ul style="list-style-type: none"> Ensure children learning Braille are fully engaged in the life of the school. <p>Transition</p> <ul style="list-style-type: none"> Attend transition events. Share vision information with next setting, including strengths, interests, needs and strategies. <p>SEMH</p> <ul style="list-style-type: none"> Provide access to consistent adult for pastoral care. 	<p>Training</p> <ul style="list-style-type: none"> Attend VI awareness training sessions. <p>Provision of resources</p> <ul style="list-style-type: none"> Provide staff with appropriate time to access equipment, resources and make modifications. Provide learning resources Resources as recommended by QTVI. Check the useful websites for further information. <p>Braille Users</p> <ul style="list-style-type: none"> Ensure work is given to specialist staff in good time to allow for modification into Braille. <p>Exams access</p> <ul style="list-style-type: none"> Assessment and exams access arrangements to be in place and common practice. 	<ul style="list-style-type: none"> Evidence progress against agreed prior targets/outcomes. Track attainment and progress data. Use observation, staff/pupil/parent views and pre and post data to evidence improvement in: <ul style="list-style-type: none"> Increased access to, and participation and engagement in, the curriculum. Retention of key concepts and skills and ability to generalise new skills to unfamiliar contexts. Increased independence Improved confidence and self-esteem. Understanding of strategies when unsure about a task. Positive response from pupil and parent/carer voice. Track levels of support over time at key benchmark points, such as the end of the Key stage.

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (Progress indicator)
Targeted	<p><u>Multi agency approaches</u></p> <ul style="list-style-type: none"> Close home-school links, so school are aware of changes in circumstances that may impact on the child's visual needs. Liaise with external support services, where appropriate. <p><u>Development</u></p> <ul style="list-style-type: none"> Consideration of individual CYP's development in comparison to peers and their response to previous interventions. <p><u>Access</u></p> <ul style="list-style-type: none"> Monitoring of visual access to the curriculum. Observation by subject/class teacher or SENCO to explore whether vision difficulties affect their curriculum access as indicated by attainment below expected level/ability to engage in school activities. <p><u>Exams access</u></p> <ul style="list-style-type: none"> Assessment of access arrangements – recommended arrangements to be in place and common practice. 	<p><u>Following advice</u></p> <ul style="list-style-type: none"> Implement strategies from Vision Support Plan. Include vision needs and strategies in SEN support plan, profile or similar, if these are needed. Maintain records of interventions, with dates, focus and outcomes. <p><u>Awareness of vision</u></p> <ul style="list-style-type: none"> Understand the factors that may cause levels of vision to change for a CYP with a fluctuating condition. Mitigate the effects of vision fatigue, using advice from QTVI. <p><u>Sensory development</u></p> <ul style="list-style-type: none"> Use play-based activities and recommended resources promote sensory development. <p><u>Learning approaches</u></p> <ul style="list-style-type: none"> Individual programmes used to support learning throughout the school day. Make modification of all curricula print materials, as advised by QTVI. Provide pre- and post-teaching to secure knowledge, understanding and concept development. Provide visual rest breaks – use a vision break card. Deliver targeted support programmes as recommended by QTVI. Provide adapted PE and sports programme in place, if recommended by QTVI. 	<p><u>Following Advice</u></p> <ul style="list-style-type: none"> Ensure consistent staff support CYP, and these staff available to meet with specialists for pupil reviews, and VI-specialist training sessions. <p><u>Training</u></p> <ul style="list-style-type: none"> Arrange specific training around vision needs of individual CYP. Appropriate staff to attend targeted VI training for specialist, VI-specific interventions. <p><u>Provision of resources</u></p> <ul style="list-style-type: none"> Modify learning resources to CYP's specific needs. Provide resources such as custom stationery or adapted PE equipment if recommended by QTVI. Provide a laptop or tablet, for the sole use of the learner with VI, if recommended by the QTVI, with accessibility tools and VI-apps. Provide screen mirroring software, such as VNCViewer, if recommended by QTVI. Apply precision tints to laptop to reduce glare, using Colourveil. Provide access to adapted, digital versions of reading texts through RNIB BookShare Provide access to modified print versions of books in recommended font size, from Customeyes Access e-books, audiobooks and e-press from SeftonBorrowbox or Sefton PressReader. 	<p><u>Universal indicators</u></p> <ul style="list-style-type: none"> Demonstrable improvement evident in review of universal progress indicators, supported by frequent cumulative review and review of progress against specific agreed outcomes. CYP able to apply and generalise skills to other contexts. Demonstrable progress against personalised outcomes, including improved ability to apply and generalise skills to other contexts. <p><u>Following advice</u></p> <ul style="list-style-type: none"> Recommendations in Vision Support Plans are implemented promptly. Advice from environmental audits is acted upon promptly.

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)
Targeted	<p>Functional vision</p> <ul style="list-style-type: none"> Assessment of functional vision by Qualified Teacher of Visually Impaired to include assessment of: <ul style="list-style-type: none"> Near acuity Distance acuity Depth perception Movement Complexity Colour Visual field Visual clutter Vision fatigue Latency in processing visual information. Orientation Mobility <p>Support levels</p> <ul style="list-style-type: none"> Triage and signposting from QTVI or Sensory Support Worker. Assessment of level of support from QTVI / Sensory support worker. NATSIP assessment and vision loss banding. Environmental audit, with reports if required to identify measures needed to improve access. 	<p>Braille Users</p> <ul style="list-style-type: none"> Ensure the Braille user is fully engaged in the life of the school. School to provide 20% curriculum-time support, plus support for unstructured times is supported by school staff – other 80% of curriculum time: support to be provided by Vision Team. <p>Technology strategies</p> <ul style="list-style-type: none"> Intervention to teach use of VI-specific skills on standard and specialist technologies. Identify computer to be used by CYP outside classroom (e.g., IT suite; library). Set up screen mirroring between laptop / tablet and the interactive whiteboard, if this is recommended by QTVI. Set up accessibility settings, if recommended by QTVI. Provide custom tints, if recommended by QTVI. <p>Transition</p> <ul style="list-style-type: none"> Co-ordinate individual transition meetings for some CYP. Arrange additional visits when required for an enhanced transition. 	<p>Managing equipment</p> <ul style="list-style-type: none"> Plan safe storage and use of equipment. Ensure equipment is ready to use (e.g. charging) Ensure equipment may be accessed throughout the school day and can be deposited in an agreed location so that CYP does not need to carry around in unstructured times. Ensure staff have time to support appropriate use of equipment and access to the curriculum. Ensure there is appropriate insurance in place for the equipment and its planned use. <p>Resources for Braillists</p> <ul style="list-style-type: none"> Provide specific, recommend toys to develop finger pinching and pointing skills, and finger isolation Ensure there are available sundries for Braille users (e.g. Braille paper, Zychem, swell paper, materials for the production of tactile resources). <p>Exams Access</p> <ul style="list-style-type: none"> Access to past examination papers in large print for low vision learners. Request Modified Large Print Formats / personalised print formats from exam boards, as recommended by QTVI. 	<p>Support levels</p> <ul style="list-style-type: none"> NATSIP assessment shows trend of reduced need for support (increased independence) over time. <p>Technology</p> <ul style="list-style-type: none"> Demonstrable Progress shown in acquisition of VI specific tech skills. This is evidenced through VI specific tracking of tech skills.

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Specialist	<p><u>Multi agency approaches</u></p> <ul style="list-style-type: none"> Co-ordinated, multi-agency approach involving QTVI. Joint assessment of development and need with QTVI and other services. <p><u>Early development</u></p> <ul style="list-style-type: none"> Specialist assessment and tracking of early development using nationally recognised toolkits for babies and young children with VI to support partnership working and the sharing of information. <p><u>Development of vision</u></p> <ul style="list-style-type: none"> Specialist assessment of developing vision (for those with sight) including: <ul style="list-style-type: none"> Visual awareness, Visual interest Vision acuity Functional vision and visual function Eye Movements <p><u>Literacy skills</u></p> <ul style="list-style-type: none"> Assess development of specialist VI literacy skills, including: <ul style="list-style-type: none"> Touch typing VI-specific iPad and laptop skills Speech-to-text and text-to-speech Screen reader technology Low Vision Aids 	<p><u>Following advice</u></p> <ul style="list-style-type: none"> Adopt a multi-agency approach. Collaborate with specialist staff <p><u>Awareness of vision</u></p> <ul style="list-style-type: none"> Interpret clinical literature and provide information on the specific vision condition and its effects on the CYP. <p><u>Sensory development</u></p> <ul style="list-style-type: none"> Specialist input to support early sensory development using nationally recognised resources for babies and young children with VI. Specialist support to develop use vision (for those with sight) including: visual awareness, visual interest, acuity, directing gaze, following, tracking, convergence and scanning) <p><u>Learning approaches</u></p> <ul style="list-style-type: none"> QTVI to provide specialist interventions and approaches. Specialist modification and adaptation of all curricula print materials (specialist - Moon, Braille, tactile diagrams) as advised by QTVI. Bespoke specialist teaching to enable the child or young person to use assistive technology (including VI specific tech) with as much independence as possible. Specialist PE and sports programme in place, if recommended by QTVI. Specialist teaching of mobility and orientation skills; daily living skills. Modified curriculum in KS4 and KS5, if recommended by QTVI 	<p><u>Training</u></p> <ul style="list-style-type: none"> Appropriate staff to attend targeted VI training for specialist, VI-specific interventions. Whole-school INSET sessions, bespoke to an individual learner. Specialist training in use of assistive technology <p><u>Provision of resources</u></p> <ul style="list-style-type: none"> Provide specialist VI-specific technology, if recommended by QTVI. School subscribes to clear vision Clearvision Project Provide specific, recommend toys to develop finger pinching and pointing skills, and finger isolation. Access to braille and tactile diagrams for tactile learners. Access to past examination papers in Braille for tactile learners. Provide access to specialist Perkins Braille Non-slip surfaces for Perkins Braille Equipment for the creation of tactile graphics through thermoform, microcapsule or embossed approaches. 	<p><u>Early development</u></p> <ul style="list-style-type: none"> QTVI use of the developmental journal for babies and young children with VI shows good progress in the following areas: <ul style="list-style-type: none"> Developing relationships Social interaction Listening and attending Communication Expressive language Making connections Using hands Body awareness Exploring the environment Eating Care and self care <p><u>Development of vision</u></p> <ul style="list-style-type: none"> Specialist assessment of developing vision (for those with sight) shows improvement in visual awareness, visual interest, functional vision and visual function.

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (Progress Indicator)
Specialist	<p><u>Methods of working</u></p> <ul style="list-style-type: none"> Specialist assessment by QTVI of visual preferences for CYP with MDVI, CVI – assess appropriate methods of working (large print, Braille, Moon, tech). <p><u>Braille Users</u></p> <ul style="list-style-type: none"> QTVI assessment of Braille skills for reading and writing to code and decode: letters; numbers; punctuation; layout; mathematical, scientific and musical notation; Specialist assessment of use of UEB rules for Braille. Assess interpretation of tactile resources such as tactile diagrams, tables, charts, graphs and maps. Monitor and assess skills in the use of specialist technology. <p><u>Exams access – Braille users</u></p> <ul style="list-style-type: none"> Specialist assessment of progress toward full Grade 2 UEB Braille coding - specify early opening of scripts where CYP is between Grades 1 and 2. 	<p><u>Braille Users</u></p> <ul style="list-style-type: none"> Deliver specialist strategies to develop early skills needed for used for Braille. Use specialist strategies to develop tactile selectiveness and tactile perception, for example with repeating tactile patterns and exceptions to tactile patterns. Teach pre-Braille skills Teach Braille skills for reading and writing to code and decode, using accompanying UEB rules (see Sefton Braille Strategy), to include: <ul style="list-style-type: none"> letters punctuation mathematical notation Braille layout word signs composite and shortforms contractions typeforms Teach use of other tactile means of learning, including interpretation of tactile diagrams. Teach use of Braille across all areas of the curriculum: in uncontracted and contracted Braille, including mathematical notation, using UEB. <p><u>Technology strategies</u></p> <ul style="list-style-type: none"> Specialist teaching of use of standard tech in VI-specialist ways. Teach use of specialist VI technology for large print users, including use of Low Vision Aids (LVA). Specialist teaching of VI-specific apps to promote independent life skills for users with VI. 	<p><u>Technology</u></p> <ul style="list-style-type: none"> Use specialist magnification devices when recommended by QTVI. Install specialist apps to support learning as recommended by QTVI. Provide other specialist technology as recommended by QTVI. Laptop with assistive speech software <ul style="list-style-type: none"> Narrator Jaws MDVA Easy Reader <p><u>Braille Technology</u></p> <ul style="list-style-type: none"> Braille devices to be provided as recommended by QTVI: Embosser with sound dampening / accommodation to mitigate effects of noise. Refreshable Braille display devices. Braille production facilities to be in place at setting / college (embosser, appropriate software etc). Specialist ICT and Braille technology available to students and to support staff to produce specialist materials. 	<p><u>Braille Users</u></p> <ul style="list-style-type: none"> QTVI review shows progress in acquisition of Braille skills and accompanying UEB rules: <ul style="list-style-type: none"> Alphabetical letters Basic punctuation Numerical indicators Braille layout Single letters as words Upper and lower word signs Composite and shortforms Lower part word signs Upper contractions Mathematical operations, expressions, notation, ordinal numbers and mixed numbers. Initial letter contractions Typeforms (composite signs) and symbols Print abbreviations and acronyms Specific Braille layouts Shortform extensions QTVI review shows improved interpretation of tactile resources. QTVI review shows improved skills in use of Braille technology.

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (Progress Indicator)
Specialist	<p>CFVI QTVI assessment of all aspects of Curriculum Framework for Vision Impairment (CFVI)</p> <p>Habilitation</p> <ul style="list-style-type: none"> Assess habilitation including: <ul style="list-style-type: none"> Awareness of body, senses & environment Cane skills Road safety / transport Orientation Risk Personal care Cleaning / household Food and kitchen Shopping Time Money Management Accessing Information Social and Self Determination <p>Exams Access</p> <ul style="list-style-type: none"> Assess specific exams access including specifying Modified Large Print exam scripts and alternative forms of recording. Specialist assessment of appropriate recording formats (e.g., handwriting / touch typing). Specialist assessment of appropriate learning formats (for CYP on threshold as users of print / tactile methods of communication). 	<p>Transition</p> <ul style="list-style-type: none"> Specialist advice prior to transition. including training on specific vision needs of CYP. MDT meetings ahead of transition for CYP with complex need. Assess and address orientation and mobility needs around transition, including route training. Additional orientation visit with VI specialist. Travel training to setting or college. Specialist peer awareness sessions. Post-transition, in-class observation for pupils on teaching caseload. <p>SEMH</p> <ul style="list-style-type: none"> Specialist support to allow CYP with VI to develop a personal understanding of their vision and vision impairment. Specialist mentoring for CYP with VI. <p>Preparation For Adulthood</p> <ul style="list-style-type: none"> Specialist support to prepare CYP for their lives after compulsory education, through: habilitation; careers education; recognising rights, entitlements and responsibilities transition to adult systems. Engagement between health professionals and social services personnel, local specialist adult sensory impairment services and young adults through the transition to adulthood Supporting skills and knowledge for accessing key community services, including housing. 	<p>Assessment of VI skills</p> <ul style="list-style-type: none"> CFVI tracker <p>Exams Access</p> <ul style="list-style-type: none"> Provide personalised Braille assessment / exam formats to match the specific Braille profile of the individual (if between Grades 1 and 2 UEB). <p>Habilitation</p> <ul style="list-style-type: none"> Provide resources to support independence in learning and activities of daily living, as recommended by QTVI or habilitation specialist. 	<p>Transition</p> <ul style="list-style-type: none"> Review impact of enhanced transition. <p>Exams Access</p> <ul style="list-style-type: none"> Review exams provided in accessible formats across all subjects. <p>CFVI</p> <ul style="list-style-type: none"> QTVI use of the developmental journal for babies and young children with VI shows good progress in the following areas <ul style="list-style-type: none"> Communication Literacy Habilitation and Independent Living Skills Accessing information Technology Well being Social, sports and leisure PFA Understanding and advocating Braille <p>Preparation For Adulthood</p> <ul style="list-style-type: none"> Habilitation tracking shows improved orientation and mobility skills. CYP with VI can navigate the world around them and move safely and with confidence from one place to the next. CYP with VI develop the day-to-day skills needed to live as independent a life as possible.

