

# Visual Impairment Team

## Eligibility Criteria

This is Rotherham Visual Impairment Teams Eligibility Criteria created to best meet the needs of Rotherham children and young people (CYP) - it is based upon National Eligibility Criteria from NATSIP. It is in line with NATSIP visual acuity thresholds and takes into consideration additional factors such as recent diagnosis, degenerative conditions and so on.

While this criteria identifies the support package provided by the Visual Impairment Team, it is important to highlight the key role settings play in ensuring access and inclusion for their CYP with a VI. Expectations of settings are listed on the next page.

	<b>For all Children with a Visual Impairment</b>
<b>Setting Responsibility</b>	<ul style="list-style-type: none"> <li>- Share reports with all relevant staff and ensure VI Team recommendations are being followed</li> <li>- Provide basic specialist resources recommended by the VI Team such as; darkened lined books, large print ruler, protractor etc.</li> <li>- Take up free of charge Vision Impairment awareness training and free staff up to attend</li> <li>- Effective SENCO communication with QTVI's</li> <li>- Include VI CYP on risk assessments for educational visits and liaise with VI Team</li> <li>- Have a Personal Evacuation Plan for VI CYP, where appropriate</li> <li>- Invite VI Team to attend relevant meetings and reviews</li> <li>- Allow opportunities to access the specialist curriculum (CFVI)* – this may mean allowing removal from lessons, assemblies, form times etc</li> <li>- Input VI needs onto SEN census</li> <li>- To provide a suitable working location for VI staff in school when required</li> <li>- Share key dates including INSET days and educational visits</li> <li>- Implement recommendations from environmental audits to make school grounds safe and accessible</li> <li>- Provide non-specialist equipment such as iPad/ laptop for pupils when recommended</li> <li>- School IT to engage with VI Teams to ensure specialist equipment, software can be successfully implemented to enable access</li> </ul>

**Eligibility criteria for children and young people with vision impairment and CVI in Rotherham mainstream Schools**

	Not Accessing Print	Print Users					
Support Level	A	B	C	D	E	F	On request /NFA
Near vision	Tactile learner	N48	N36	N24	N18	N14-N12	N12-N5
Distance vision	6/60+	6/48-6/60	6/36-48	6/24- 6/36	6/15-6/24	6/12-6/9.5	6/9.5-6/5
Mainstream CVI			CVI 3+ *	CVI Phase 3	CVI Phase 2	ASD/CVI	
<b>Vision support from a Qualified Teacher of the Vision Impaired (QTVI)</b>	<p>2 sessions a week</p> <p>Annual assessment of visual functioning</p> <p>Staff training on request</p>	<p>Weekly visit</p> <p>Annual assessment of visual functioning</p> <p>Staff training on request</p>	<p>Fortnightly/ monthly</p> <p>Annual assessment of visual functioning</p> <p>Staff training on request</p>	<p>Half Termly</p> <p>Annual assessment of visual functioning</p> <p>Staff training on request</p>	<p>Termly visit</p> <p>Annual assessment of visual functioning</p> <p>Staff training on request</p>	<p>Annual visit</p> <p>Annual assessment of visual functioning/Vibe assessment</p> <p>Staff training on request</p> <p>*Those completing exams will get biannual check for normal ways of working</p>	<p>Do not meet eligibility criteria unless they have Nystagmus or a degenerative vision condition, in which case would be annual</p>
<b>Vision support from a Specialist VI TA</b>  * While every effort is made to cover TA support within the VI Team on occasions where this is not available school will need to cover	<p>Daily support which will include at least one lesson with the pupil. Other lessons may include reformatting of resources, and brief check ins with pupil. As children's independence, skills, and advocacy increase, this may reduce as appropriate</p>	<p>Support at least 3 days a week which will include at least one lesson with the pupil. Other lessons may include reformatting of resources, and brief check ins with pupil. As children's independence, skills, and advocacy increase, this may reduce as appropriate</p>	<p>Weekly support, this may include key times/lessons, or blocks of support for specific skill teaching.</p>	<p>Blocks of support for a minimum of 6 sessions. This will be to work on a specific and pre planned skill. Further blocks of support may be offered if further skills are needed.</p>	N/A	N/A	N/A

Near vision	Tactile learner	N48	N36	N24	N18	N14-N12	N12-N5
Distance vision	6/60+	6/48-6/60	6/36-48	6/24- 6/36	6/15-6/24	6/12-6/9.5	6/9.5-6/5
Mainstream CVI			CVI 3+ *	CVI Phase 3	CVI Phase 2	ASD/CVI	
<b>Technology</b>	Specialist technology provided by the VI team	Specialist technology provided by the VI team	Specialist technology provided by the VI team	Technology to support access will be needed. Specialist technology may be required based on individual needs and be provided by the VI team. If technology is not specialist then school to provide e.g. laptop, iPad	To be provided by school. VIT can advise if required	N/A	
<b>Reformatting</b>	Use of specialist technology. VI Team to provide anything not accessible with tech, including assessments. Tactile resources/diagrams to be provided	Use of specialist technology. VI Team to provide anything not accessible with tech, including assessments. Tactile resources/diagrams to be provided	Use of specialist technology. VI Team to provide anything not accessible with tech, including assessments	School to provide reformatted resources or use of tech. VI Team to provide adapted assessments, reading books and key subjects	School to provide reformatted resources or use of tech. VI team to provide adapted assessments and key texts/ resources	N12 =N/A (N14 pupils at secondary will need all exams/mocks provided in N18) -Schools to download MLP past papers from exam boards	
<b>Schools input</b>  <b>Schools should be sharing reports and ensuring all staff are following recommendations</b>	Provide school support staff who have been trained in the needs of the VI CYP and where appropriate, trained in sighted guide  Provide planning -3 weeks notice for reformatting	Provide school support staff who have been trained in the needs of the VI CYP and where appropriate, trained in sighted guide  Provide planning -3 weeks notice for reformatting	Provide school support staff who have been trained in the needs of the VI CYP  Provide planning -3 weeks notice for reformatting  Allow removal from lessons by	3 weeks notice for reformatting of assessments/books  Allow removal from lessons by negotiation to access specialist curriculum	3 weeks notice for reformatting of assessments/ books  Allow removal from lessons by negotiation to access specialist curriculum	(N14 pupils at secondary will need all exams/mocks provided in N18) -Schools to download MLP past papers from exam boards  Seek advice from the VI Team for	

	Allow removal from lessons by negotiation to access specialist curriculum	Allow removal from lessons by negotiation to access specialist curriculum	negotiation to access specialist curriculum			reformatting of other assessments	
<b>Near vision</b>	<b>Tactile learner</b>	<b>N48</b>	<b>N36</b>	<b>N24</b>	<b>N18</b>	<b>N14-N12</b>	<b>N12-N5</b>
<b>Distance vision</b>	<b>6/60+</b>	<b>6/48-6/60</b>	<b>6/36-48</b>	<b>6/24- 6/36</b>	<b>6/15-6/24</b>	<b>6/12-6/9.5</b>	<b>6/9.5-6/5</b>
<b>Mainstream CVI</b>			<b>CVI 3+ *</b>	<b>CVI Phase 3</b>	<b>CVI Phase 2</b>	<b>ASD/CVI</b>	
<b>Habilitation</b>	<p>Weekly formal mobility, orientation and independence training from a Habilitation Specialist, which includes long cane training</p> <p>Environmental audit for setting</p> <p>Sighted guide training offer for staff</p> <p>Parent advice/support</p>	<p>Weekly formal mobility, orientation and independence training from a Habilitation Specialist which may include long cane training</p> <p>Environmental audit for setting</p> <p>Sighted guide training offer for staff</p> <p>Parent advice/support</p>	<p>Fortnightly formal mobility, orientation and independence training from a Habilitation Specialist - May include symbol cane training.</p> <p>Transition support</p> <p>Environmental audit offer for setting</p> <p>Parent advice/support</p> <p>Educational visits</p>	<p>A habilitation assessment which may result in further support being offered. May include symbol cane training.</p> <p>Transition support</p> <p>Environmental audit offer for setting</p> <p>Parent advice</p>	<p>A habilitation assessment which may result in support for transition being offered.</p> <p>Parent advice</p>	<p>Annual monitoring for degenerative conditions</p>	
<b>Pupils</b>	<ul style="list-style-type: none"> <li>- Take care of equipment and inform VI Team of any problems promptly (where appropriate)</li> <li>- Use self advocacy skills to identify what they need say when something is not working</li> <li>- Take responsibility for charging own equipment (where appropriate)</li> <li>- Remember, take care of and clean glasses (where appropriate)</li> </ul>						

- Listen and follow instructions, particularly when there is risk involved such as; carrying out experiments, learning independent living skills or travel skills
- Use recommended adapted resources and equipment

- Phase 3+ other visual difficulties present and/or CVI at phase 3 has significant impact

### Alterations to Provision Indicated

- Monocular children with otherwise good vision will receive advice on request, with reports sent out at transition.
- Children with a degenerative condition will come in a bracket higher than their visual acuities
- Educationally, near vision has the most impact on level, so if brackets for near and distance are not the same, near vision will be the deciding factor if boxes are coadjacent - however if levels are significantly different the middle level should be identified.
- Habilitation support - If near and distance acuities are not within the same bracket, then individual need will be considered. Near vision will impact more greatly on independent living skills, distance vision will impact more greatly on mobility. If severe photophobia or night vision or lower field loss may warrant long cane training
- For young children without visual acuities - hospital information will be used, alongside functional and developmental data

**\*Any children needing greater support than their bracket, this should be submitted with reasoning to Team Manager, Claire Edginton-Boutle**

**Eligibility criteria for CYP with vision impairment and additional needs in Rotherham Special Schools**

Name: \_\_\_\_\_

School: \_\_\_\_\_

date completed: \_\_\_\_\_

Severity of need	None 0	Mild 1	Moderate 2	Severe 3	Profound 4	score
Distance visual acuity	6/6-6/24 CVI range 0-1	6/24-6/30 CVI range 1-3	6/30-6/120 CVI range 4-6	6/120- count fingers CVI range 7-9	Light perception  CVI range 8-10	
Level of functional vision	Functional vision sufficient for educational needs	Functional vision requires minimal accommodations for education needs	Functional vision requires some accommodations for educational needs	Minimal functional vision, many accommodations or equipment needed		
Impact of development/communication delays	Receptive/expressive communication and cognitive delays significantly impact response to instruction	Receptive/expressive communication and cognitive delays impact response to instruction	Receptive/expressive communication and cognitive ability is adequate to support minimal gains through instruction	Receptive/ expressive communication and cognitive ability is adequate to support some gains through instruction	Receptive/expressive communication and cognitive ability is adequate to support steady progress through instruction	
Response to vision/other sensory stimulation and/or instruction	Response to stimulation or instruction demonstrates no measurable gains	respond to stimulations or instruction demonstrates minimal and inconsistent gains	Response to stimulation or instruction demonstrates small but inconsistent gains	Response to stimulation or instruction demonstrates some measurable gains	Response to stimulation or instruction demonstrates measurable consistent and steady gains	
Level of skills in activities of daily living	Dependent on full time care for medical and daily living tasks	Dependent on others for daily living tasks	Moving toward semi independence in some daily living tasks	Moving toward independence in some daily living tasks	Moving toward independence in many daily living tasks	
Need to communication with other agencies	Minimal communication necessary	Occasional communication necessary	Monthly communication necessary	Weekly communication necessary	Daily communication necessary	
Severity of Need Score:						

Support Level	<u>SA</u>	<u>SB</u>	<u>SC</u>	<u>SD</u>	<u>SE</u>	<u>NFA</u>
Frequency	<u>Weekly</u>	<u>2+ visits per half term</u>	<u>1-2 per half term</u>	<u>3-6 times per year</u>	<u>1-3 times per year</u>	<u>Service not indicated</u>
Score	<u>24+</u>	<u>19+</u>	<u>14-19</u>	<u>9-14</u>	<u>4-9</u>	<u>0-4</u>

**Further Education Provision Grid (This is a chargeable service agreed by individual Post 16 settings)**

<b>Support Level</b>	<b>Bespoke Support Offer FB</b>	<b>Additional Support Offer FA</b>	<b>Universal Offer</b>
<b>Level of VI</b>	<b>Severe VI (6/60+)</b>	<b>Moderate VI</b>	<b>Mild VI</b>
<b>Vision Support from a Qualified Teacher of the Vision Impaired (QTVI)</b>	Annual Vision assessment  Direct teaching of access and independence skills  Written advice – transition/access/EHCP/placements  Relevant training  Liaison with college staff  Support to develop advocacy skills	Attendance at meetings  Monitoring of visual levels if degenerating/fluctuation condition  Written advice – transition/access/EHCP/placements  Annual assessment  Staff training if appropriate	Written advice – transition/access/EHCP/placements  Training/awareness raising  Annual assessment and report  Liaison with relevant staff
<b>Habilitation Support</b>	Mobility assessment  Regular mobility training for independent travel  Independent living skills  Advice for work placements	Mobility assessment when necessary  Block of support	Not applicable
<b>Reformatting</b>	Provision of bespoke adapted resources  Advice/provision and training in use of specialised technology	Assessment/training in high tech/low vision aids	Not applicable