

Children's and Young People Services

Sensory and/or Physical and Medical Needs

- Visual Impairment



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Guidance for Children and Young People with Vision Impairment

Below is a summary of the offers for children with a visual impairment, aged 5 – 19 attending mainstream and special school settings. Separate guidance is available for young children aged 0 – 5, at home and in a range of pre-school and early years settings.

Universal offer

All **new referrals** from parents, settings/schools, health, and other professionals will receive an initial assessment, to include:

- Assessment of visual functioning, including classroom observations, by a Qualified Teacher of children and young people with Visual Impairment (QTVI)
- Information from school/setting
- Information from Health/other agencies
- Information from parent/carer
- Information from child/young person

The assessment will be aligned to the NatSIP Eligibility Criteria, which will:

- Enable the service to provide an equitable allocation of resources
- Provide a means of identifying the levels of support required
- Provide entry and exit criteria

The above assessment, including visits, report writing and admin time, will be expected to take 8 hours. The outcome of the assessment will be an initial report written by the QTVI and Habilitation Officer if required, to reflect all the above, and to be shared with all stakeholders.

The report will allocate a VI range and make recommendations on support, advice and teaching, in line with range descriptors and the funding of SEND provision. The cost of the first £6.000 is within the delegated school budget.

Targeted offer

Range 1- 3

These descriptors outline the support and provision that must be made available to pupils with a visual impairment who do not have an Education, Health and Care Plan, by the school, and by the Local Authority Vision Impairment Teacher.

These descriptors are intended to be general indicators of a visual impairment which may be affecting learning. All the descriptions of visual functioning assume the pupil is wearing glasses if these have been prescribed, i.e., the visual acuities are based on the best achievable vision. Some conditions are not correctible with glasses. Some pupils have reduced vision in 1 eye only or have variable vision. Some pupils have deteriorating vision, and this should be monitored on a regular basis.

Specialist offer

Range 4 and above

These descriptors outline the support and provision that must be made available to pupils with a visual impairment who are eligible to have an Education, Health and Care Plan.

Guidance for Children and Young People with Visual Impairment	
Range Descriptors Overview	
Range 1 Mild	Mild Visual Impairment • Pupils find concentration difficult • Pupils peer or screw up eyes • Distance vision approximately 6/12. This means that the pupil needs to be about 2 metres away to see what fullysighted pupils can see from 6 metres • Can probably see details on a whiteboard from the front of a classroom, as well as others can see from the back ofthe room Near vision: likely to have difficulty with print sizes smaller than 12 point or equivalent sized details in pictures • Pupils who have nystagmus may be within this range or subsequent ranges depending on what their visual acuity isat worst. Pupils who have nystagmus have fluctuating vision. Their vision can worsen if they are tired, upset, angry, worried, or unwell. It is likely their vision will worsen in unfamiliar places. They may struggle with depthperception and may find unfamiliar steps difficult or be cautious if the ground is uneven.
Range 2 Mild - Moderate	Moderate Visual Impairment • Pupils find concentration difficult • Pupils peer or screw up eyes • Pupils move closer when looking at books or notice boards • Pupils make frequent “copying” mistakes • Distance vision: approximately 6/18. This means that the pupil needs to be about 1.5 metres away to see whatfully sighted pupils can see from 6 metres • Will not be able to see details on a white board from the front of classroom as well as others can see from the back • Near vision: likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures
Range 3 Moderate	Moderate to Significant Visual Impairment • Pupil will find concentration difficult • Pupil will peer or screw up eyes • Pupil will move closer when looking at books or notice boards • Pupil will make frequent “copying” mistakes • Pupil will have poor hand - eye coordination • Pupil will have a slow work rate • Distance vision: approximately 6/24. This means that the pupil needs to be about 1 metre away to see what fullysighted pupils can see from 6 metres • Will not be able to see details on a white board without approaching to within 1 metre of it Near vision: likely to have difficulty with print sizes smaller than 18 point or equivalent sized details in pictures • Pupils may have Cerebral Visual Impairment (CVI) – these pupils have normal or near normal visual acuities but willdisplay moderate to significant visual processing difficulties

Range 4a Significant	Cerebral Vision Impairment (CVI) • CVI must be diagnosed by an ophthalmologist. The pupil will typically have good acuities when tested in familiar situations, but this will vary throughout the day. A key feature of CVI is that vision varies from hour to hour with the pupil's well-being. • All pupils with CVI will have a different set of difficulties which means thorough assessment is a key aspect. The pupil has difficulties associated with dorsal processing stream, ventral processing stream or a combination of both. Dorsal stream difficulties include: • Difficulties seeing moving objects • Difficulties reading • Difficulties doing more than one thing at a time (e.g., looking and listening) Ventral Stream Difficulties include: • Inability to recognise familiar faces • Difficulties route finding • Difficulties with visual clutter • Lower visual field loss
Range 4b	Severe Vision Impairment • Pupils likely to be registered severely sighted/Visually Impaired or blind but still learning by sighted means • Distance vision: 6/36 or 6/60 or worse. This means that the pupil can see at 6m what a fully sighted person could see from 60m. It represents a difficulty identifying any distance information, people or objects. • Pupils would be unable to work from a white board in the classroom without human/technical support. • Near vision: likely to have difficulty with any print smaller than 24 point. Print sizes must be in a range from 24 – 36, and materials will require significant differentiation and modification.
Range 5 Severe	• Usually, pupils who have suffered a late onset visual impairment, or where their vision has deteriorated rapidly • Some pupils may also be continuing to use print at point 48 • Some pupils will be making the transition from print to Braille • These pupils will usually be registered blind and learning by tactile methods • Some may have little or no useful vision, and very limited or no learning by sighted means
Range 6 Profound	• Usually, pupils who are born with severe visual impairment, who are identified early on as being tactile learners • Pupils who are new to the country, with severe visual impairment • These pupils will usually be registered blind and learning by tactile methods; they will have little or no useful vision, and very limited or no learning by sighted means • Pupils with severe learning difficulties as a prime need, and who are blind or partially sighted, or have a diagnosis of CVI, as a secondary need • Distance vision: difficulty identifying any distance information • Near vision: will have difficulty responding to facial expressions at 50 cm

Range 1 VI	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
Mild visual impairment - Pupil finds concentration difficult - Pupil peers or screws up eyes - Distance vision approximately 6/12: this means that the pupil needs to be about 2 metres away to see what fully sighted pupils can see from 6 metres - Can probably see details on a whiteboard from the front of a classroom as well as others can see from the back of the room - Near vision: likely to have difficulty with print sizes smaller than 12 point or equivalent sized details in pictures	- Full inclusion within the Mainstream class - Attention to seating position in classroom - The school must make the QTVI report available to all appropriate staff - The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately - The school must monitor pupil progress in this respect LA - An initial functional vision assessment from QTVI that will indicate NatSIP criteria and level of need - A QTVI will ascertain what the pupil knows about their visual condition and their visual needs. The QTVI will give input if needed and set targets to enable to pupil to confidently advocate their needs within a range of situations. - The QTVI may use one of the following ways to identify the pupil's social and emotional needs: - questionnaire - observations - pupil voice - QTVI will carry out visual efficiency assessments to find out how the pupil uses their vision 1:1 input may be given - Activities may be provided to be delivered by school - QTVI will set targets if needed	Additional adults are deployed appropriately to increase pupil success and independence	- Resources made available from within school - Learning materials must be selected for their clarity	- Quality First Teaching - Full inclusion within mainstream class - Teaching methods which facilitate access to the curriculum, social / emotional development and class participation - ICT is used to increase access to the curriculum, where appropriate - Advice for the school on teaching styles and possible equipment through a report and a one-page vision profile - Training from a QTVI will be offered to the school

Range 2 VI	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
Moderate visual impairment - Pupil finds concentration difficult - Pupil peers or screws up eyes - Pupil moves closer when looking at books or notice boards - Pupil makes frequent “copying” mistakes - Distance vision: approximately 6/18. This means that the pupil needs to be about 1.5 metres away to see what fully sighted pupils can see from 6 metres - Will not be able to see details on a white board from the front of classroom as well as others can see from the back - Near vision: likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures	- The school must make the QTVI report available to all appropriate staff - The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately - The school must monitor pupil progress in this respect LA - An initial assessment from QTVI that will indicate NatSIP criteria and level of need - Possible one to one session with pupil for short program to help develop visual efficiency, effective use of low visual aids, use of assistive technology e.g. CCTV or iPad - Advice for the school if required	- Full inclusion within the mainstream class - Attention to seating position in classroom - Teachers to ensure presentations delivered on interactive white boards have a high contrast between the text and background. Any text displayed is in a clear font such as Arial or Comic Sans - There should be no visual clutter displayed - Teachers to ensure pupils can access work displayed on interactive white boards in the method identified by the QTVI e.g., handouts, e-mailing presentations to be accessed on iPad or laptop or by use of mirroring software - Teachers to ensure large amounts of handwritten work on a white board is accessible to the pupil by either providing handouts or use of a camera so the pupil can view what is being written at their desk on an iPad or laptop at the same time as their peers - Teachers to use dark coloured white board pens and avoid light colours or pens which are running out	- Quality First Teaching - Full inclusion within mainstream class - Teaching methods which facilitate access to the curriculum, social / emotional development and class participation - School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil, e.g., oral descriptions of visual materials - ICT is used to increase access to the curriculum, where appropriate	- Additional adults are deployed appropriately to increase pupil success and independence - Resources made available from within school - Learning materials must be selected for their clarity - Equipment may include 2B or 4B pencil, large print ruler, large print protractor, low vision aids - A reading slope or writing slope may be appropriate - Large print materials provided by school, as appropriate LA - QTVI to give advice on equipment, IT assessment, touch typing if appropriate - Habilitation/mobility training if required

Range 3 VI	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
Moderate to significant visual impairment. - Pupil will find concentration difficult - Pupil will peer or screw up eyes - Pupil will move closer when looking at books or notice boards - Pupil will make frequent "copying" mistakes - Pupil will have poor hand-eye coordination - Pupil will have a slow work rate - Distance vision: approximately 6/24. This means that the pupil needs to be about 1 metre away to see what fully sighted pupils can see from 6 metres. - Will not be able to see details on a white board without approaching to within 1 metre from it - Near vision: likely to have difficulty with print sizes smaller than 18 point or equivalent sized details in pictures - Pupil may also have Cerebral Visual Impairment (CVI) – these pupils have normal or near normal visual acuities but will display moderate to significant visual processing difficulties	- The school must make the QTVI report available to all appropriate staff - The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately - Planning must be based on current visual performance and prognosis of possible changes LA - The school must monitor pupil progress in this respect - An initial assessment from QTVI that will indicate NatSIP criteria and level of need - Possible one to one sessions with pupil for short program to help develop effectiveness of vision - Advice for the school if required - Training for staff	- Full inclusion within the mainstream class - Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate - Attention to seating position in classroom	- Quality First Teaching - Full inclusion within mainstream class - Teaching methods which facilitate access to the curriculum, social / emotional development and class participation - School staff make adaptations to curriculum delivery to facilitate access for a visually impaired pupil, e.g., oral descriptions of visual materials - School staff provide some modification / differentiation of learning materials to facilitate access e.g., attention to speed of lesson delivery and speed of working of VI pupil - ICT is used to increase access to the curriculum, where appropriate - Copyholder, electronic magnification, laptop as appropriate to meet assessed needs - Large print materials provided by school, as appropriate	- Additional adults are deployed appropriately to increase pupil success and independence - Resources made available from within school - Learning materials must be selected for their clarity - Equipment may include large print protractor, large print ruler, low vision aids, writing slope, reading slope, CCTV, iPad or laptop as appropriate to meet assessed needs - Large print materials provided by school, as appropriate - Diagrams, graphs and picture sources modified as needed LA - Advice from a QTVI on equipment and touch typing if appropriate - Advice on providing large print materials - QTVI to give advice on providing large print resources, modifying diagrams, graphs and providing captions for picture sources - Habilitation/mobility training if required

Range 4a VI	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
Cerebral Visual Impairment (CVI). Range 4a will be those pupils in mainstream with CVI who are experiencing mild, moderate, or severe difficulties. - CVI must be diagnosed by an ophthalmologist. The pupil will typically have good acuities when tested in familiar situations, but this will vary throughout the day. A key feature of CVI is that vision varies from hour to hour with the pupil's well-being. - All pupils with CVI will have a different set of difficulties which means thorough assessment is a key aspect - The pupil has difficulties associated with dorsal processing stream, ventral processing stream or a combination of both - Dorsal stream difficulties include: - Difficulties seeing moving objects - Difficulties reading - Difficulties doing more than one thing at a time (e.g., looking and listening) - Ventral stream difficulties include: - Inability to recognise familiar faces - Difficulties route finding - Difficulties with visual clutter - Lower visual field loss - This is not an exhaustive list, and difficulties may be mild, moderate, or severe	- The school must make the QTVI report from the VI teacher available to all appropriate staff - The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately - The school must monitor pupil progress in this respect - Planning based on previous visual performance and / or prognosis of possible changes - The school will make a referral for Assessment of SEND and monitor via annual reviews LA - Advice and training for staff	Additional support from a teaching assistant in class and around school, as indicated by assessment, to facilitate inclusive and independent learning, for preparation of resources, and to ensure safety	- Quality First Teaching - Full inclusion within mainstream class - Teaching methods which facilitate access to the curriculum, social / emotional development and class participation - School staff make substantial adaptations to curriculum delivery and materials to facilitate access for a child with CVI - School staff provide modification/differentiation of learning materials to facilitate access e.g., attention to speed of lesson delivery and speed of working of VI pupil - ICT is used to increase access to the curriculum, where appropriate - Significant modification of learning materials and curriculum delivery to facilitate learning and inclusion	- Low vision aids, electronic magnification, laptop with software as appropriate to meet assessed needs - Large print and differentiated materials to meet assessed needs

Range 4b VI	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
Severe Visual Impairment: - Pupil likely to be registered partially sighted or blind but still learning by sighted means - Distance vision: 6/36 or 6/60 or worse. This means that the pupil can see at 6m what a fully sighted person could see from 60m. It represents a difficulty identifying any distance information, people or objects. - This pupil would be unable to work from a white board in the classroom without human/technical support - Near vision: likely to have difficulty with any print smaller than 24 point - Print sizes be a in a range from 24 –36, and will require significant differentiation and modification	- The school must make the QTVI report available to all appropriate staff - The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately - The school must monitor pupil progress in this respect - Planning based on previous visual performance and / or prognosis of possible changes - The school will consider referral for an EHC Needs Assessment and monitor via annual reviews LA - An initial assessment from QTVI that will indicate NatSIP criteria and level of need - One to one session with pupil to help develop effectiveness of vision and support in learning - Training and advice for staff working with the pupil - QTVI to carry out assessment to assist decision between print and/or Braille - QTVI to develop tactile skills including teaching of Braille or moon	- Full inclusion within mainstream class - Individual and group work, as appropriate, to meet curriculum access and safety needs for individual skills teaching, and to facilitate inclusion and access	- Quality First Teaching - Teaching methods which facilitate access to the curriculum, social / emotional development and class participation - School staff make substantial adaptations to curriculum delivery and materials to facilitate access for a severely visually impaired pupil - School staff provide modification/ differentiation of learning materials to facilitate access, e.g., attention to speed of lesson delivery and speed of working of VI pupil - ICT is used to increase access to the curriculum, where appropriate - Significant modification of learning materials and curriculum delivery to facilitate learning and inclusion	- Additional support from a teaching assistant in class and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety - Low vision aids - Electronic magnification - Laptop with software as appropriate to meet assessed needs - Large print and differentiated materials to meet assessed needs LA - QTVI to give advice on IT and touch typing if appropriate - Habilitation and mobility training if appropriate - Advice from a QTVI on sourcing large and tactile print materials - Support and advice from a QTVI on producing tactile materials - Support from a QTVI to develop Braille literacy across the curriculum

Range 5 VI	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
EITHER Pupils who have suffered a late onset visual impairment, or where their vision has deteriorated rapidly. OR Pupils who are born with severe visual impairment, who are identified early on as tactile learners - Some pupils may be continuing to use print at point 48 - Some pupils will be making the transition from print to Braille - These pupils will usually be registered blind and learning by tactile methods - Some may have little or no useful vision, and very limited or no learning by sighted means	- The school must work with the VI teacher to facilitate assessment and planning across the curriculum - The school must make the QTVI report available to all appropriate staff - The school must ensure that all staff are aware that the pupil will be experiencing severe visually related learning difficulties, and provide support to enable teachers to plan appropriately - Schools must take account of prognosis of possible change - Opportunities in place for regular reviews of planning - The school must monitor pupil progress in this respect - The school will make a referral for Assessment of SEND and monitor via annual reviews LA - An initial assessment from QTVI that will indicate NatSIP criteria and level of need - One to one sessions with pupil to help develop effectiveness of vision and/or tactile learning skills - support in learning - Training and advice for staff working with the pupil - Develop tactile skills including teaching of Braille or moon - Support with transition into the specialist base within school	- Mainstream class - Individual/dual and group work as appropriate, to meet curriculum access and safety needs, for individual skills teaching, and to facilitate inclusion and access	- Quality First Teaching - Full inclusion within the mainstream curriculum made accessible for an educationally blind pupil - Presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio/speech - All school staff must be responsible for providing lesson and curriculum content ahead of the lesson, so it can be produced in an alternative format - Teaching methods based on experiential and tactile learning with a strong verbal emphasis, and which facilitate access to the curriculum and class participation - Skills teaching as appropriate for an educationally blind pupil: cognitive, language, social/emotional, tactile, mobility, independence, careers - School to facilitate attendance and inclusion with VI curriculum, and at sport and leisure activities	- VI pupils are on roll of school, and have access to the whole school community - Additional support from a teaching assistant in class and around school as indicated by assessment, to: - facilitate inclusive and independent learning - provide in-class support - prepare specialist / tactile resources - follow up rehabilitation training - Day to day ICT for the pupil. A specialist TA would be required to support Braille and other tactile resources. - Braille and other tactile learning materials. Currently, the SIS and for staff to produce Braille. LA - Advice on IT and touch typing if appropriate - Habilitation and mobility training if appropriate - Advice on sourcing large print or tactile materials. ACSW support from LA to support in school and adapt resources. - Support and advice from a QTVI on producing tactile materials

Range 6 VI	Assessment and Planning	Strategies	Curriculum/Intervention	Resources and Staffing
Pupils with severe learning difficulties as a primary need, and who are blind or partially sighted, or have a diagnosis of CVI, as a secondary need. - Distance vision: difficulty identifying any distance information - Near vision: will have difficulty responding to facial expressions at 50 cm	- The school must make the report available to all the appropriate staff - School must ensure that all staff are aware of strategies, interventions and resources - School must monitor pupil progress LA - Advice and training for the staff	- Special school class - Small group teaching	Special school curriculum, with multi-sensory approach	- School must provide teaching assistant support for on-going visual assessments and interventions - Access to multi-sensory equipment, e.g., sensory pool, trampoline, light room