

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.

	For all Children with a Visual Impairment
Setting Responsibility	- Share reports with all relevant staff and ensure VI Team recommendations are being followed - Provide basic specialist resources recommended by the VI Team such as; darkened lined books, large print ruler, protractor etc. - Take up free of charge Vision Impairment awareness training and free staff up to attend - Effective SENCO communication with QTVI's - Include VI CYP on risk assessments for educational visits and liaise with VI Team - Have a Personal Evacuation Plan for VI CYP, where appropriate - Invite VI Team to attend relevant meetings and reviews - Allow opportunities to access the specialist curriculum (CFVI)* – this may mean allowing removal from lessons, assemblies, form times etc - Input VI needs onto SEN census - To provide a suitable working location for VI staff in school when required - Share key dates including INSET days and educational visits - Implement recommendations from environmental audits to make school grounds safe and accessible - Provide non-specialist equipment such as iPad/ laptop for pupils when recommended - School IT to engage with VI Teams to ensure specialist equipment, software can be successfully implemented to enable access

Eligibility criteria for children and young people with vision impairment in mainstream schools

	Not Accessing Print	Print Users					
Support Level	A	B	C	D	E	F	On request /NFA
Near vision	Tactile learner	N36	N24+ (secondary)	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
Vision support from a Qualified Teacher of the Vision Impaired (QTVI)	1-2 sessions a week Annual assessment of visual functioning Staff training on request	Weekly/fortnightly visit Annual assessment of visual functioning Staff training on request	monthly Annual assessment of visual functioning Staff training on request	Half Termly Annual assessment of visual functioning Staff training on request	Termly visit. Annual assessment of visual functioning Staff training on request	Annual visit Annual assessment of visual functioning/Vibe assessment Staff training on request *Those completing exams will get biannual check for normal ways of working	Do not meet eligibility criteria unless they have Nystagmus or a degenerative vision condition, in which case would be annual
Vision support from a Specialist VI TA * 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	Daily, this will include some direct support in class. This will also include reformatting of resources, and brief check ins with pupil. As children's independence, skills, and advocacy increase, this may reduce direct support as appropriate	Support at least 3 days a week which will include direct work, reformatting of resources, and brief check ins with pupil. As children's independence, skills, and advocacy increase, this may reduce as appropriate	1-2 sessions per week. This may include key times/lessons, or blocks of support for specific skill teaching.	Pupils may receive a block of support for one half term, where this is relevant. This will be to work on a specific and pre planned skill. Further blocks of support may be offered if further skills are needed.	Pupils may receive a block of support for one half term, where this is relevant. This will be to work on a specific and pre planned skill. Further blocks of support may be offered if further skills are needed.	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
Technology	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	
Reformatting	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. key resources/diagrams	Use of technology. VI Team to provide anything not accessible with tech, including assessments, key resources/diagrams	Use of technology. VI Team to provide anything not accessible with tech, including assessments, key resources/diagrams	N12 =N/A (N14 pupils at secondary will need all exams/mocks provided in N18) -Schools to download MLP past papers from exam boards	
Schools input Schools should be sharing reports and ensuring all staff are following recommendations	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 Allow removal from lessons by negotiation to access specialist curriculum	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 Allow removal from lessons by negotiation to access specialist curriculum	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 negotiation to access specialist curriculum	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 reformatting of other assessments	

Near vision	Tactile learner	N36	N24+ (secondary)	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
Habilitation	Weekly formal mobility, orientation and independence training from a Habilitation Specialist, which includes long cane training Environmental audit for setting Sighted guide training offer for staff Parent advice/support Support with educational visits	Fortnightly formal mobility, orientation and independence training from a Habilitation Specialist which may include long cane training Environmental audit for setting Sighted guide training offer for staff Parent advice/support Support with educational visits	Fortnightly formal mobility, orientation and independence training from a Habilitation Specialist - May include symbol cane training. Transition support Environmental audit offer for setting Parent advice/support Support with educational visits	A habilitation assessment which will result in a block of support being offered to learn a specific skill or cover a particular area of mobility/ Independent Living Skills. May include symbol cane training. Transition support Environmental audit offer for setting Parent advice	A habilitation assessment which may result in support for transition being offered. Parent advice	Annual monitoring for degenerative conditions	
Pupils	- Take care of equipment and inform VI Team of any problems promptly (where appropriate) - Use self-advocacy skills to identify what they need say when something is not working - Take responsibility for charging own equipment (where appropriate) - Remember, take care of and clean glasses (where appropriate) - 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						

<u>Alterations to Provision Indicated</u>
• 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
• Transition to secondary will temporarily increase the bracket one level.
• 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
<u>*Any children needing greater support than their bracket, this should be submitted with reasoning to Team Manager, Claire Edginton-Boutle</u>

Eligibility criteria for children on CVI pathway in either mainstream or specialist settings, VI children in specialist settings

VI/CVI	10	7	6	4	2	0
Near Vision	Tactile learner	N36+	N24+	N18+	N14+	N12
Distance vision	Sighted guide/cane	6/36+	6/30+	6/24+	6/19	6/12

OR

CVI	14	12	10	7	5	0
Level of vision	1	2	3	4	5	0

Score:	Access to learning:	Learning to access:	Ability to independently access their environment:	External professional links:
5	All elements of a child's curriculum pathway require adapting to ensure learning is accessible.	Taught Skills show measurable increases to access skills and independence	Significant impact on independent access to the environment	Frequent communication with multiple agencies
4	Significant changes to a child's curriculum pathway required to ensure all learning is accessible.	Taught skills show consistent or steady increases to access skills	High impact on independent access to the environment	Frequent communication with another agency
3	Many changes to a child's curriculum pathway required to ensure literacy is accessible.	Taught skills show some measurable increases to access skills	Some impact on independent access to the environment	Some communication necessary with other agencies
2	Some changes required to a child's curriculum pathway to ensure literacy accessible.	Taught skills show small increases to access skills	May have occasional impact on independent access to the environment.	Occasional communication with other agencies
1	Minimal changes required to a child's curriculum pathway to ensure literacy is accessible.	Taught skills show minimal increase to access skills	Staff require awareness/consideration of access to the environment	Minimal communication with other agencies
0	Pupils curriculum pathway is sufficient to meet their access needs- no adaptations required	No access skills required or not appropriate at this time	No impact on independent access to the curriculum.	Communication with other services is rare

* Pupils who are highly self-directed, follow a sensory-based approach, or access an engagement model curriculum will be supported through the CVI Engage Pathway. This ensures tailored provision that aligns with their individual learning needs and promotes meaningful engagement.

<u>Alterations to Provision Indicated</u>
Pupils with CVI level of vision 3, 4, or 5, who are wheelchair users (not self-driven) receive 3 points.
Children with a visual degenerative condition, add 5 points come in a bracket higher than their visual acuities
New referrals for CVI will be placed on SC for their first year, however be assessed for eligibility criteria following completion of full CVI assessment.
If CVI nursery child, score access to learning as if in a school setting
<u>*Any children needing greater support than their bracket, this should be submitted with reasoning to Team Manager, Claire Edginton-Boutle</u>

CVI/specialist setting eligibility levels- score boundaries

Score	Eligibility level	Focus	QTVI support	VITA support	Habilitation support
-	SG	On request (CVI engagement)	If requested	N/A	N/A
5-9*	SF	Annual (CVI engagement)	Once per year	N/A	N/A
7+	SE	Assessment Only	As above, a second visit may occur to complete assessments.	N/A	N/A
12+	SD	Assessment Plus Review	As above, plus one additional visit.	Blocks of support may be offered	A group session will be offered, where appropriate. Following this session, children may be offered more bespoke support or a hab assessment.
18+	SC	Assessment Plus Ongoing	Three focused visits a year will be offered. These will focus on access to environment, compensatory skills, and a full vision assessment. Further visits may occur if further information is required.	Blocks of support may be offered	
24+	SB	Teaching Level B	Two visits per half term. This will include monitoring vision and access to learning, as well as to teach access and/or compensatory skills.	1-2 sessions per week. This may include key times/lessons, or blocks of support for specific skill teaching.	A hab assessment will be offered, and this will determine either a block of support or fortnightly session.
30+	SA	Teaching level A	Visited on a weekly or fortnightly basis, dependent on curriculum access requirements. Oversight and/or delivery of specialist skills will be taught where appropriate.	Pupils progressing on an academic curriculum, will receive 5 sessions a week. Pupils accessing a bespoke curriculum will receive 3 sessions a week.	A hab assessment will be offered and either weekly or fortnightly sessions offered.

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

Support Level	Bespoke Support Offer FB	Additional Support Offer FA	Universal Offer
Level of VI	Severe VI (6/60+)	Moderate VI	Mild VI
Vision Support from a Qualified Teacher of the Vision Impaired (QTVI)	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
Habilitation Support	Mobility assessment Regular mobility training for independent travel Independent living skills Advice for work placements	Mobility assessment when necessary Block of support	Not applicable
Reformatting	Provision of bespoke adapted resources Advice/provision and training in use of specialised technology	Assessment/training in high tech/low vision aids	Not applicable