

3. Blind or Vision Impairment (B/VI)

Part 1 - Introduction and Overview

In Cumbria children and young people identified with Vision Impairment, can access a Teacher of Children and Young People with Vision Impairment (TVI) from birth. This occurs where there is clinical evidence of vision difficulties which cannot be corrected by glasses. This is so that the child or young person's development can be supported, even if they are babies. A Certificate of Vision Impairment may be provided by an eye specialist (a consultant ophthalmologist). The certificate is not necessary to access support from a teacher for children and young people with vision impairment. The expectation is that placement for all children and young people with a vision impairment (VI) will be in their local setting/school, including those sight impaired (partially sighted) or severely sight impaired (blind). The TVI is a member of the Special Educational Needs and Disability Teaching Support Team (SEND TST). A TVI is also referred to as a specialist advisory teacher (SAT) for vision impairment.

- Vision difficulties take many forms with widely differing implications for a child or young person's education.
- They range from relatively minor and remediable conditions to total blindness.
- A child or young person's functional use of vision may or may not improve through childhood.
- Where the use of vision may improve it is important that appropriate action and support is provided as soon as possible by the family, setting/schools and this service.
- Some children are born blind or vision impaired; others lose their sight as a result of accident or illness.
- In some cases vision impairment is one aspect of a complex combination of needs.
- The impact of vision impairment on access to early development and learning in school will relate to the degree of functional vision, communication and interaction, cognition and learning, social and emotional wellbeing and sensory strengths and needs.

When considering the impact of vision impairment this service makes an assessment of functional vision. *This assessment does not replace a clinical assessment; it provides information with regard to access to early development / education at a specific time in a child or young person's life.*

This service is not usually involved with a child or young person who has monocular vision, a squint or requires a patch. (For further information refer to the Local Offer)

The child or young person's vision impairment may or may not indicate that a child requires statutory assessment leading to an Education, Health and Care Plan (EHCP). Support may be available even if the child or young person does not have an EHCP. This will depend on the child or young person's vision loss.

It is acknowledged that children and young people may experience multiple difficulties in addition to vision loss, e.g. hearing loss, learning difficulties and autism. The needs of more complex children and young people will be considered on an individual basis.

What to do if you suspect a Child or Young Person has a visual impairment

Most children and young people with partial or severe vision impairment will have been identified by medical professionals and should already be known to the SEND TST. The following are indicators that a child in the home, setting or classroom may have a vision problem:

- Holding items close to the face (toys/books)
- Showing disinterest in things close to them or in the distance
- Difficulties in noticing other people/things close by or in the distance
- Not responding to visual cues
- Lack of confidence in crowded/busy situations
- Difficulties reading text or finding details in pictures
- Bumping into objects/people
- Poor hand writing or not able to write on the line

If several of the above are identified the child or young person may have a visual impairment.

- Parents/carers can provide a setting or school with any available eye clinic reports.
- Parents/carers are advised to take the child to have an eye test and consult with the GP.
- If glasses are prescribed ensure that they are worn and are clean.
- Where a visual loss is confirmed by the medical profession, that is, the vision condition/ loss is not corrected by glasses, please make a request for an Early Help Assessment by a SEND Specialist Advisory Teacher (SAT), Teacher for Children and Young People with Vision Impairment, (TVI).

When a request for an Early Help Assessment is received by this service:

This service will complete a functional vision assessment. The views of the child or young person, parents and setting/school will be sought. Available medical information will be considered. The assessment will determine the level of required intervention to enable the child or young person to learn.

The Functional Vision Assessment may include assessments on:

- distance vision
- near vision

- contrast sensitivity
- peripheral vision
- facial recognition distances
- colour sensitivity
- visual perception

The impact of visual impairment on learning may be addressed through:

- advice and support
- training
- changes to the environment
- advice and support ref equipment e.g. magnifiers
- visual perception
- visual stimulation programmes
- touch typing
- access technology including software
- environmental and Habilitation assessments
- monitoring

The SEND TST will provide access to:

- A qualified Teacher of Children and Young People with Vision Impairment (TVI)
- Sensory Higher Level Teaching Assistant (HLTA), and/or Habilitation Specialist, as appropriate
- Pre-school, home based programmes and qualified Early Support personnel
- Advice and support to families, settings and schools with regard to access to teaching and learning
- Advice may be available to residential settings and at transition where appropriate

More information is available at https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=b1l_k01RWec and in Parts 2, 3 and 4 of this document.

Part 2 - Band Descriptors

<p>Band 1 (Mild SEND)</p>	<p>Distance Vision: Within the range 6/12 - 6/18 Snellen/Kay (LogMAR 0.3 - 0.48) no other factors.</p> <p>Notes for staff and parents: Child or young person needs to be about 6 metres away to see what fully sighted pupils can see from 12-18 metres.</p> <p>Can probably see details on a whiteboard from the front of a classroom. Child or young person may be unlikely to see the detail on a white board from the back of the classroom.</p> <p>Near vision: Likely to have difficulty with print sizes smaller than N12 or equivalent sized details in pictures.</p> <p>Notes for staff and parents: N12 is approximately font size 12 in WORD Arial.</p> <p>Where there is clinical evidence of vision difficulties an Early Help Assessment may be requested. Then a functional vision assessment by a TVI can be carried out.</p>
<p>Band 2 (Moderate SEND)</p>	<p>Distance Vision: Within the range 6/12 - 6/18 Snellen/Kay (LogMAR 0.3 - 0.48) with additional visual factors such as a variable condition. Within the range 6/19 – 6/36 Snellen/Kay (LogMAR 0.5 – 0.78).</p> <p>Notes for staff and parents: Child or young person may need to be about 6 metres away to see what fully sighted pupils can see at 19-36 metres.</p> <p>Near Vision: Will need print sizes from N14 to N18 or equivalent sized details in pictures.</p> <p>Notes for staff and parents: N14 is approximately font size 14 in WORD Arial. N18 is approximately font size 18 in WORD Arial.</p>

	Where there is clinical evidence of vision difficulties an Early Help Assessment may be requested. Then a functional vision assessment by a TVI can be carried out. This may lead to a team around the child or young person/family meeting (TAC/F).	
Band 3 (Severe SEND)	<p>Distance vision: Severe - generally 6/36 or less Snellen/Kay (LogMar 0.8)</p> <p>Fluctuating vision impairment. Functional severe loss due to Cerebral Vision Impairment or other visual factors such as visual field loss or nystagmus. From Handbook Part 4 criteria 1.1 score d</p> <p>Notes for staff and parents: Child or young person can see at 6 metres, what fully sighted pupils could see from 36 metres. It represents a difficulty identifying any distance information, people or objects. Child or young person would be unable to work from a white board in the classroom without human/technical support.</p> <p>Where there is clinical evidence of vision difficulties an Early Help Assessment may be requested. Then a functional vision assessment by a TVI can be carried out. This may lead to a TAC/F.</p>	<p>or</p> <p>Near vision: Severe (generally within the range of N24)</p> <p>Fluctuating vision impairment. Functional severe loss due to Cerebral Vision Impairment or other visual factors such as visual field loss or nystagmus. From Handbook Part 4 criteria 1.2 score d</p> <p>Notes for staff and parents: Will need print sizes generally within the range of N24 and the equivalent sized detail in pictures. This will require significant differentiation and modification. N24 is approximately font size 24 in WORD Arial.</p> <p>Where there is clinical evidence of vision difficulties an Early Help Assessment may be requested. Then a functional vision assessment by a TVI can be carried out. This may lead to a TAC/F.</p>
Band 4 (More Severe SEND)	<p>Distance Vision: Generally 6/60 or less with Snellen/Kay (LogMar 1.0) From Handbook Part 4 criteria 1.1 score e</p> <p>Notes for staff and parents:</p>	

	<p>Child or young person may see at 6 metres, what fully sighted pupils may see from 60 metres. It represents a difficulty identifying any distance information, people or objects. Child or young person would be unable to work from a white board in the classroom without human/technical support. Communication and interaction, social and emotional wellbeing will be additional factors which may having an impact on the child or young person's development.</p> <p>Where there is clinical evidence of vision difficulties an Early Help Assessment may be requested. Then a functional vision assessment by a TVI can be carried out. This may lead to a TAC/F.</p>
<p>Band 5 (Profound SEND)</p>	<p>Near Vision: Children and young people have profound vision impairment Functional profound loss due to Cerebral Vision Impairment or other visual factors such as visual field loss or nystagmus. Requires N36 to read print at 33 cms or cannot read N36 at 33 cms. Very limited useful vision for educational purposes/braille user.</p> <p>From Handbook Part 4 criteria 1.2 score e.</p> <p>Notes for staff and parents: Very limited useful vision for educational purposes/braille user. Will be using text at or above N36 and may have a deteriorating condition. N36 is equivalent to WORD Arial font size 36. Materials will require significant differentiation and modification. Teaching may require specific approaches. Some children and young people may begin to learn braille to access some text and use some print. Some children and young people may learn by tactile (e.g. braille) and auditory methods. Communication and interaction, social and emotional wellbeing will be additional factors which may have an impact on the child or young person's development.</p> <p>Where there is clinical evidence of vision difficulties an Early Help Assessment may be requested. Then a functional vision assessment by a TVI can be carried out. This may lead to a TAC/F.</p>

Band 6 (Exceptional SEND)	<p>Child or young person may require residential placement as their needs will be complex. These needs cannot be met within the Local Authority.</p> <p>Child or young person who has profound and complex difficulties in addition to their vision loss and their needs cannot be met in mainstream LA provision.</p>
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Part 3 – Provision		
Band 1 – Mild SEND		
Descriptor	<p>Distance Vision: Within the range 6/12 - 6/18 Snellen/Kay (LogMAR 0.3 - 0.48) no other factors.</p> <p>Notes for staff and parents: Child or young person needs to be about 6 metres away to see what fully sighted pupils can see from 12-18 metres.</p> <p>Can probably see details on a whiteboard from the front of a classroom. Child or young person may be unlikely to see the detail on a white board from the back of the classroom.</p> <p>Near vision: Likely to have difficulty with print sizes smaller than N12 or equivalent sized details in pictures.</p> <p>Notes for staff and parents: N12 is approximately font size 12 in WORD Arial.</p> <p>Where there is clinical evidence of vision difficulties an Early Help Assessment may be requested. Then a functional vision assessment by a TVI can be carried out.</p>	
	Setting/Governing Body	Local Authority
Assessment and Planning	<p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans which may include individual or group targets. • Strategies employed to ensure voice of the child or young person is taken in to account in planning and delivery. 	<p>Assessment</p> <ul style="list-style-type: none"> • Complete functional vision assessment, including environmental considerations where required. • Strategies employed to ensure voice of child or young person is taken in to account in planning and delivery.

	<p>Assessment</p> <ul style="list-style-type: none"> • Part of setting/school/class assessments. • Identify child or young person's strengths as well as areas of additional need. 	<ul style="list-style-type: none"> • Identify child or young person's strengths as well as areas of additional need. • Share results and advice with parents/carers and setting/school and relevant health colleagues.
<p>Teaching and Learning Environment</p>	<ul style="list-style-type: none"> • Fully included in mainstream class. • Must have attention to seating, lighting, listening environment/acoustics and safety. 	
<p>Human Resources and Staffing</p>	<ul style="list-style-type: none"> • Main provision by class/subject teacher. • If glasses are prescribed staff must ensure glasses are clean and worn as advised. 	<ul style="list-style-type: none"> • Initial contact with family/setting/school at point of referral/assessment.
<p>Curriculum and Teaching Methods</p>	<ul style="list-style-type: none"> • Quality First Teaching. • Full inclusion within The Curriculum. 	
<p>Resources and Intervention Strategies</p>	<p>Resources/Provision</p> <ul style="list-style-type: none"> • Generic support, advice and guidance available to setting/school via Cumbria County Council (CCC) Local Offer, for example need for ensuring glasses are worn and clean. • Demonstrate the use of resources that are delegated to schools and settings to support children and young people with SEND, e.g. via a Provision Map. 	<ul style="list-style-type: none"> • Web based advice via Cumbria County Council (CCC) Local Offer

Band 2 – Moderate SEND		
Descriptor	<p>Distance Vision: Within the range 6/12 - 6/18 Snellen/Kay (LogMAR 0.3 - 0.48) with additional visual factors such as a variable condition. Within the range of 6/19 – 6/36 Snellen/Kay (LogMAR 0.5 – 0.78).</p> <p>Notes for staff and parents: Child or young person may need to be about 6 metres away to see what fully sighted pupils can see at 19-36 metres.</p> <p>Near Vision: Will need print sizes from N14 to N18 or equivalent sized details in pictures.</p> <p>Notes for staff and parents: N14 is approximately font size 14 in WORD Arial. N18 is approximately font size 18 in WORD Arial.</p> <p>Where there is clinical evidence of vision difficulties an Early Help Assessment may be requested. Then a functional vision assessment by a TVI can be carried out. This may lead to a team around the child or young person/family meeting (TAC/F).</p>	
	Setting/Governing Body	Local Authority
Assessment and Planning	<p>Planning</p> <ul style="list-style-type: none"> • Child or young person will be identified and will have personal education plan, e.g. IEP. • Curriculum plans which will include individual or group targets. Plans must reflect levels of achievement and include individually focused personal plan. 	<p>Planning</p> <ul style="list-style-type: none"> • Advice on target setting when appropriate. <p>Assessment</p> <ul style="list-style-type: none"> • Complete functional vision assessment, including environmental considerations where required.

	<ul style="list-style-type: none"> Strategies employed to ensure voice of the child or young person is taken in to account in planning and delivery. Advice from external specialist e.g. Educational Psychologist (EP) or Specialist Advisory Teacher (SAT) is incorporated into target setting, planning and support. <p>Assessment</p> <ul style="list-style-type: none"> Part of setting/school/class assessments. May require modification to the presentation of assessments. Evidence of regular review of individual targets. Identify child or young person's strengths as well as areas of additional need. 	<ul style="list-style-type: none"> Strategies employed to ensure voice of the child or young person is taken in to account in planning and delivery Identify child or young person's strengths as well as areas of additional need. Share results and advice with parents/carers and setting/school and relevant health colleagues.
Teaching and Learning Environment	<ul style="list-style-type: none"> Fully included in mainstream class with opportunities for 1:1 and small group work e.g. practice of social skills. Must have attention to seating, lighting, listening environment/acoustics and safety. 	<ul style="list-style-type: none"> To provide advice on grouping as appropriate.
Human Resources and Staffing	<ul style="list-style-type: none"> Main provision by class/subject teacher. If glasses are prescribed staff must ensure glasses are clean and worn as advised. 	<ul style="list-style-type: none"> Liaison with setting/school staff (including SENCO, Class Teacher, Key Worker, Teaching Assistant (TA)), parents/carers and Health as appropriate.
Curriculum and Teaching Methods	<ul style="list-style-type: none"> Quality First Teaching. Full inclusion within The Curriculum. Evidence of reasonable adjustments to meet needs of child or young person with VI, as per Equality Act, 2010. ICT is used to increase access to the curriculum, where appropriate. 	<ul style="list-style-type: none"> Advice on reasonable adjustments to meet needs of VI children and young people, as per Equality Act 2010, via discussion, written advice and/or INSET. This could include: <ul style="list-style-type: none"> Use of adapted materials Use of traditional magnifiers Technology Contrast sensitivity Peripheral vision

		<ul style="list-style-type: none"> ○ Large print books ○ Seating position ○ Considerations of lighting needs ○ Individual copies of board work ○ Adaptations of teaching methods describing processes aloud and in detail, reading while writing on the board ○ Physical independence
<p>Resources and Intervention Strategies</p>	<p>Resources/Provision</p> <ul style="list-style-type: none"> ● Learning materials must be selected for their clarity. ● Equipment including low vision aids, sloping boards or copy holder as appropriate. ● Appropriate printed materials provided by setting/school. ● Main provision by class/subject teacher. ● Must have attention to appropriate use of glasses if worn. ● Key information about the child or young person to be shared with key staff including supply staff. ● Demonstrate the use of resources that are delegated to schools and settings to support children and young people with SEND, e.g. via a Provision Map. 	<ul style="list-style-type: none"> ● Provide training on specialist equipment, via discussion, written advice and/or INSET. ● Contact can be made with SEND TST if any concerns between visits.

<p>Band 3 – Severe SEND</p>	
<p>Descriptor</p>	<p>Distance vision: Generally 6/36 or less Snellen/Kay (LogMar 0.8)</p> <p>Fluctuating vision impairment. Functional severe loss due to Cerebral Vision Impairment or other visual factors such as visual field loss or nystagmus. From Handbook Part 4 criteria 1.1 score d</p>

	<p>Notes for staff and parents: Child or young person can see at 6 metres, what fully sighted pupils could see from 36 metres. It represents a difficulty identifying any distance information, people or objects. Child or young person would be unable to work from a white board in the classroom without human/technical support.</p> <p>Where there is clinical evidence of vision difficulties an Early Help Assessment may be requested. Then a functional vision assessment by a TVI can be carried out. This may lead to a TAC/F.</p> <p>Or</p> <p>Near vision: Severe (generally within the range of N24)</p> <p>Fluctuating vision impairment. Functional severe loss due to Cerebral Vision Impairment or other visual factors such as visual field loss or nystagmus. From Handbook Part 4 criteria 1.2 score d</p> <p>Notes for staff and parents: Will need print sizes generally within the range of N24 and the equivalent sized detail in pictures. This will require significant differentiation and modification. N24 is approximately font size 24 in WORD Arial.</p> <p>Where there is clinical evidence of vision difficulties an Early Help Assessment may be requested. Then a functional vision assessment by a TVI can be carried out. This may lead to a TAC/F.</p>	
	Setting/Governing Body	Local Authority
Assessment and Planning	<p>Planning</p> <ul style="list-style-type: none"> • Child or young person will be identified and will have an individual plan, e.g. IEP. • Curriculum plans which will include individual or group targets and must reflect levels of achievement and include individually focused personal plan. 	<p>Planning</p> <ul style="list-style-type: none"> • Advice on target setting from TVI. <p>Assessment</p> <ul style="list-style-type: none"> • Complete functional vision assessment, including environmental considerations where required.

	<ul style="list-style-type: none"> • Provide opportunities for parents/carers to meet with key staff and play an active role in planning and outcomes of meeting to include solution focused plan. E.g. IEP. • Strategies employed to ensure voice of the child or young person is taken in to account in planning and delivery. • Advice from external specialist e.g. EP, SAT or Habilitation Specialist is incorporated into target setting, planning and support. <p>Assessment</p> <ul style="list-style-type: none"> • Part of setting/school and class assessments. Will require modification to the presentation of assessments. • Evidence of regular review of individual targets. • Identify child or young person’s strengths as well as areas of additional need. 	<ul style="list-style-type: none"> • Share results and advice with parents/carers and setting/school and relevant health colleagues. • Observation and assessment of the use of access strategies as recommended by the SEND TST. • Liaison with other professionals involved (e.g. Ophthalmic team, Low Vision Clinics, Habilitation Specialist, TAF) by the SEND TST. • Strategies employed to ensure voice of the child or young person is taken in to account in planning and delivery. • Strategies employed to ensure voice of child or young person is taken in to account in planning and delivery. • Identify child or young person’s strengths as well as areas of additional need.
<p>Teaching and Learning Environment</p>	<ul style="list-style-type: none"> • Fully included in mainstream class with opportunities for 1:1 and small group work e.g. practice of social skills. • Must have attention to seating, lighting, listening environment/acoustics and safety. 	<ul style="list-style-type: none"> • Advice on reasonable adjustments to meet needs of VI children and young people, as per Equality Act 2010 via discussion, written advice and/or INSET. This could include: <ul style="list-style-type: none"> ○ Use of adapted materials ○ Use of traditional magnifiers ○ Technology ○ Contrast sensitivity ○ Peripheral vision ○ Large print books ○ Seating position ○ Considerations of lighting needs ○ Individual copies of board work ○ Adaptations of teaching methods describing processes aloud and in detail, reading while writing on the board

		<ul style="list-style-type: none"> ○ Physical independence
Human Resources and Staffing	<ul style="list-style-type: none"> ● Must have main provision by class/subject teacher with advice from TVI. ● May have additional adults with appropriate training under the direction of the teacher and TVI to carry out specific tasks, for example: <ul style="list-style-type: none"> ○ Promote the use and care of glasses, if prescribed. ○ Promote and monitor use of Low Vision Aids and modified materials. ○ Reinforce lesson content. ○ Deliver modified curriculum tasks. ○ Support language development. ○ Key information about the child or young person to be shared with key staff including supply staff. 	<ul style="list-style-type: none"> ● Liaison with setting/school staff (which may include SENCO, Class Teacher, Key Worker, TA), parents/carers, Health and voluntary organisations. ● Monitoring visits to speak to child or young person/appropriate member of staff ● Assess, issue and monitor some Low Vision Aids for curriculum use – as appropriate e.g. bar/dome magnifier ● Advise the use of setting/school equipment for magnification e.g. tablet. ● Provide INSET- as required. ● TVI will provide written visit notes and/or report circulated to setting/school, family and hospital when appropriate.
Curriculum and Teaching Methods	<ul style="list-style-type: none"> ● Quality First Teaching. ● Full inclusion within The Curriculum. ● Evidence of reasonable adjustments to meet needs of VI children and young people, as per Equality Act 2010. ● Use of auditory support and modified materials. ● Differentiation by presentation and/or outcome. ● Opportunities for explanation, clarification and reinforcement of lesson content and language. ● Explicit teaching of language, social skills, visual perception and the core curriculum as necessary. 	<ul style="list-style-type: none"> ● Advice on reasonable adjustments to meet needs of VI children and young people, as per Equality Act 2010, via discussion, written advice and/or INSET. ● As appropriate TVI will provide advice on development and implementation of teaching programme to provide explicit teaching of language, social skills, visual perception and the core curriculum as necessary.
Resources and Intervention Strategies	<p>Resources/Provision</p> <ul style="list-style-type: none"> ● Provision of a quiet room/space may be required as the child develops effective listening skills. 	<ul style="list-style-type: none"> ● The LA will provide an agreed level of top up funding as specified in EHCP, in addition to delegated resources. All

	<ul style="list-style-type: none"> • Take responsibility for care, maintenance and appropriate use for any additional equipment provided by the LA. • Demonstrate the use of resources that are delegated to schools and settings to support children and young people with SEND, e.g. via a Provision Map. 	<p>of this will be spent on meeting the needs of the child or young person.</p> <ul style="list-style-type: none"> • The LA to monitor the use of these funds. • Provide training on the use, day to day management and checking procedures of the child or young person’s equipment, via discussion, written advice and/or INSET. • Advice on teaching and access strategies, via discussion, written advice and/or INSET. • Written feedback following visits to parents/carers and setting. • If appropriate, support regarding personal understanding of visual condition. • Contact can be made with SEND TST if any concerns between visits. • Sign post and offer advice on suitable resources.
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Band 4 – More Severe SEND		
Descriptor	<p>Distance Vision: Generally 6/60 or less with Snellen/Kay (LogMar 1.0) From Handbook Part 4 criteria 1.1 score e</p> <p>Notes for staff and parents:</p> <p>Child or young person may see at 6 metres, what fully sighted pupils may see from 60 metres. It represents a difficulty identifying any distance information, people or objects. Child or young person would be unable to work from a white board in the classroom without human/technical support. Communication and interaction, social and emotional wellbeing will be additional factors which may have an impact on the child or young person's development.</p> <p>Where there is clinical evidence of vision difficulties an Early Help Assessment may be requested. Then a functional vision assessment by a TVI can be carried out. This may lead to a TAC/F.</p>	
	Setting/Governing Body	Local Authority
Assessment and Planning	<p>Planning</p> <ul style="list-style-type: none"> • Child or young person will be identified and will have an individual plan, e.g. IEP. • Curriculum plans which will include individual or group targets and must reflect levels of achievement and include individually focused personal plan. • Provide opportunities for parents/carers to meet with key staff and play an active role in planning and outcomes of meeting to include solution focused plan. E.g. IEP. • Strategies employed to ensure voice of the child or young person is taken into account in planning and delivery. 	<p>Planning</p> <ul style="list-style-type: none"> • Advice on target setting from TVI. <p>Assessment</p> <ul style="list-style-type: none"> • Complete functional vision assessment, including the increased degree of impact the vision loss has on communication and interaction, social and emotional well-being and environmental considerations, where required.

	<ul style="list-style-type: none"> • Advice from external specialist e.g. EP, SAT or Habilitation Specialist is incorporated into target setting, planning and support. <p>Assessment</p> <ul style="list-style-type: none"> • Part of setting/school and class assessments. Will require modification to the presentation of assessments. • Evidence of regular review of individual targets. • Identify child or young person’s strengths as well as areas of additional need. 	<ul style="list-style-type: none"> • Observation and assessment of the use of access strategies as recommended by the SEND TST. • Liaison with other professionals involved (e.g. ophthalmic team, Low Vision Clinics, Habilitation Specialist, TAF) by the SEND TST. • Strategies employed to ensure voice of the child or young person is taken in to account in planning and delivery. • Identify child or young person’s strengths as well as areas of additional need. • Share results and advice with parents/carers and setting/school and relevant health colleagues.
<p>Teaching and Learning Environment</p>	<ul style="list-style-type: none"> • Fully included in mainstream class with opportunities for 1:1 and small group work and e.g. practice of social skills. • Must have attention to seating, lighting, listening environment/acoustics and safety. 	<ul style="list-style-type: none"> • Advice on reasonable adjustments to meet needs of VI children and young people, as per Equality Act 2010 via discussion, written advice and/or INSET. This could include: <ul style="list-style-type: none"> ○ Use of adapted materials ○ Use of traditional magnifiers ○ Technology ○ Contrast sensitivity ○ Peripheral vision ○ Large print books ○ Seating position ○ Considerations of lighting needs ○ Individual copies of board work ○ Adaptations of teaching methods describing processes aloud and in detail, reading while writing on the board ○ Physical independence

Human Resources and Staffing	<ul style="list-style-type: none"> • Must have main provision by class/subject teacher with advice from TVI. • May have additional adults with appropriate training under the direction of the teacher and TVI to carry out specific tasks, for example: <ul style="list-style-type: none"> ○ Promote the use and care of glasses, if prescribed. ○ Promote and monitor use of Low Vision Aids and modified materials. ○ Reinforce lesson content. ○ Deliver modified curriculum tasks. ○ Support language development. ○ Key information about the child or young person to be shared with key staff including supply staff. 	<ul style="list-style-type: none"> • Liaison with setting/school staff (which may include SENCO, Class Teacher, Key Worker, TA), parents/carers, Health and voluntary organisations. • Monitoring visits to speak to child or young person/appropriate member of staff. • Assess, issue and monitor some Low Vision Aids for curriculum use – as appropriate e.g. bar/dome magnifier. • Advise on the use of setting/school equipment for magnification e.g. tablet. • Provide INSET- as required. • TVI will provide written visit notes and/or report circulated to setting/school, family and hospital when appropriate.
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Quality First Teaching. • Full inclusion within The Curriculum. • Evidence of reasonable adjustments to meet needs of VI children and young people, as per Equality Act 2010. • Use of auditory support and modified materials. • Differentiation by presentation and/or outcome. • Opportunities for explanation, clarification and reinforcement of lesson content and language. • Explicit teaching of language, social skills, visual perception and the core curriculum as necessary. 	<ul style="list-style-type: none"> • Advice on reasonable adjustments to meet needs of VI children and young people, as per Equality Act 2010, via discussion, written advice and/or INSET. • As appropriate TVI will provide advice on development and implementation of teaching programme to provide explicit teaching of language, social skills, visual perception and the core curriculum as necessary.
Resources and Intervention Strategies	<p>Resources/Provision</p> <ul style="list-style-type: none"> • Provide a quiet room/space may be required as the child develops effective listening skills. • Take responsibility for care & maintenance and appropriate use for any additional equipment provided by the LA. 	<ul style="list-style-type: none"> • The LA will provide an agreed level of top up funding as specified in EHCP, in addition to delegated resources. All of this will be spent on meeting the needs of the child or young person. • The LA to monitor the use of these funds.

	<ul style="list-style-type: none"> • Demonstrate the use of resources that are delegated to schools and settings to support children and young people with SEND, e.g. via a Provision Map. 	<ul style="list-style-type: none"> • Provide training on the use, day to day management and checking procedures of the child or young person’s equipment, via discussion, written advice and/or INSET. • Advice on teaching and access strategies, via discussion, written advice and/or INSET. • Written feedback following visits to parents/carers and setting. • If appropriate, support regarding personal understanding of visual condition. • Contact can be made with SEND TST if any concerns between visits. • Sign post and offer advice on suitable resources.
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<p>Band 5 – Profound SEND</p>	
<p>Descriptor</p>	<p>Near Vision: Children and young people have profound vision impairment Functional profound loss due to Cerebral Vision Impairment or other visual factors such as visual field loss or nystagmus. Requires N36 to read print at 33 cms or cannot read N36 at 33 cms. Very limited useful vision for educational purposes/braille user.</p> <p>From Handbook Part 4 criteria 1.2 score e.</p> <p>Notes for staff and parents: Very limited useful vision for educational purposes/braille user. Will be using text at or above N 36 and may have a deteriorating condition. N36 is equivalent to WORD Arial font size 36. Materials will require significant differentiation and modification. Teaching may require specific approaches. Some children and young people may begin to learn braille to access some text and use some print. Some children and young people may learn by tactile (e.g. braille) and auditory methods. Communication and interaction, social and emotional wellbeing will be additional factors which may have an impact on the child or young person’s development.</p> <p>Where there is clinical evidence of vision difficulties an Early Help Assessment may be requested. Then a functional vision assessment by a TVI can be carried out. This may lead to a TAC/F.</p>

	Setting/Governing Body	Local Authority
Assessment and Planning	<p>Planning</p> <ul style="list-style-type: none"> • Child or young person will be identified and will have an individual plan, e.g. IEP. • Curriculum plans which will include individual or group targets and must reflect levels of achievement and include individually focused personal plan. • Provide opportunities for parents/carers to meet with key staff and play an active role in planning and outcomes of meeting to include solution focused plan. E.g. IEP. • Strategies employed to ensure voice of child or young person is taken in to account in planning and delivery. • Advice from external specialist e.g. EP, SAT or Habilitation Specialist is incorporated into target setting, planning and support. <p>Assessment</p> <ul style="list-style-type: none"> • Part of setting/school and class assessments. Will require modification to the presentation of assessments • Evidence of regular review of individual targets. • Identify child or young person's strengths as well as areas of additional need. 	<p>Planning</p> <ul style="list-style-type: none"> • Advice on target setting from TVI. <p>Assessment</p> <ul style="list-style-type: none"> • Functional vision assessment, including the increased degree of impact the vision loss has on communication and interaction, social and emotional well-being and environmental considerations where required. • Observation and assessment of the use of access strategies as recommended by the SEND TST. • Liaison with other professionals involved (e.g. Ophthalmic team, Habilitation Specialist, TAF) by the SEND TST. • Strategies employed to ensure voice of child or young person is taken in to account in planning and delivery • Identify child or young person's strengths as well as areas of additional need. • Share results and advice with parents/carers and setting/school and relevant health colleagues
Teaching and Learning Environment	<ul style="list-style-type: none"> • Fully included in mainstream class with opportunities for 1:1 and small group work and e.g. practice of social skills. • Must have attention to seating, lighting, listening environment/acoustics and safety. 	<ul style="list-style-type: none"> • Advice on reasonable adjustments to meet needs of VI children and young people, as per Equality Act 2010, via discussion, written advice and/or INSET. This could include: <ul style="list-style-type: none"> ○ Use of adapted materials ○ Magnifiers

		<ul style="list-style-type: none"> ○ Technology ○ Seating position ○ Braille, tactile and auditory materials ○ Adaptations of teaching methods describing processes aloud and in detail, reading while writing on the board ○ Physical independence
<p>Human Resources and Staffing</p>	<ul style="list-style-type: none"> ● Must have main provision by class/subject teacher with advice from TVI. ● May have additional adults with appropriate training under the direction of the teacher and TVI. For example: <ul style="list-style-type: none"> ○ Prepare, promote and monitor use of braille, tactile and auditory materials. ○ Facilitate inclusive and independent learning ○ Provide in-class support where necessary ○ reinforce lesson content ○ deliver modified curriculum tasks ○ support language development ○ follow up habilitation training ○ to ensure safety ● Key information about the child or young person to be shared with key staff including supply staff. 	<ul style="list-style-type: none"> ● Liaison with setting/school staff (which may include SENCO, Class Teacher, Key Worker, TA), parents/carers, Health and voluntary organisations. ● Monitoring visits to speak to child or young person/appropriate member of staff. ● Assess, issue and monitor some resources for curriculum use – as appropriate e.g. braille. ● Advise on the use of setting/school equipment for a tactile learner. ● Provide INSET as required. ● TVI will provide written visit notes and/or report circulated to setting/school, family and hospital when appropriate.
<p>Curriculum and Teaching Methods</p>	<ul style="list-style-type: none"> ● Quality First Teaching. ● Full inclusion within The Curriculum. ● Evidence of reasonable adjustments to meet needs of an educationally blind child or young person, as per Equality Act 2010. ● Use of auditory support and modified materials. ● Differentiation by presentation and/or outcome. 	<ul style="list-style-type: none"> ● Advice on reasonable adjustments to meet needs of VI children and young people, as per Equality Act 2010, via discussion, written advice and/or INSET. ● As appropriate TVI will provide advice on development and implementation of teaching programme to provide explicit teaching of language, social skills, visual perception and the core curriculum as necessary. ● Braille and tactile skills teaching, as required.

	<ul style="list-style-type: none"> • Opportunities for explanation, clarification and reinforcement of lesson content and language. • Explicit teaching of language, social skills, and the core curriculum as necessary. 	<ul style="list-style-type: none"> • Habilitation and independence skills training. • ICT and low vision aid skills training, as required. • Provision of social /emotional programmes, as required. • Promote access to local and national charities.
Resources and Intervention Strategies	<p>Resources/Provision</p> <ul style="list-style-type: none"> • Provide a quiet room/space as required for the child or young person. • Take responsibility for care & maintenance and appropriate use for any additional equipment. • Demonstrate the use of resources that are delegated to schools and settings to support children and young people with SEND, e.g. via a Provision Map. • Day to day ICT for the child or young person and for staff to produce Braille and other tactile resources. • Braille and other tactile learning materials. 	<ul style="list-style-type: none"> • The LA will provide an agreed level of top up funding as specified in EHCP, in addition to delegated resources. All of this will be spent on meeting the needs of the child or young person. • The LA to monitor the use of these funds. • Electronic braille/note taker and / or laptop with speech software, thermal diagrams equipment. • Miscellaneous equipment to support a non-sighted learner, as outlined in the report. • Provide training on the use, day to day management and checking procedures of the child or young person's equipment, via discussion, written advice and/or INSET. • Advice on teaching and access strategies, via discussion, written advice and/or INSET. • Written feedback following visits to parents/carers and setting. • If appropriate, support regarding personal understanding of visual condition. • Contact can be made with SEND TST if any concerns between visits. • Sign post and offer advice on suitable resources.

Band 6 – Exceptional SEND		
Descriptor	<p>Child or young person may require residential placement as their needs will be complex. These needs cannot be met within the Local Authority.</p> <p>Child or young person who has profound and complex difficulties in addition to their vision loss and their needs cannot be met in mainstream LA provision.</p>	
	Setting/Governing Body	Local Authority
Assessment and Planning	<ul style="list-style-type: none"> • Contribute to full assessment of need with multi agency involvement to consider appropriate placement. • Strategies employed to ensure voice of the child or young person is taken in to account in planning and delivery. • Identify child or young person’s strengths as well as areas of additional need. 	<ul style="list-style-type: none"> • EHCP. • Strategies employed to ensure voice of the child or young person is taken in to account in planning and delivery. • Identify child or young person’s strengths as well as areas of additional need. • Initial visual assessment. Reports written by a TVI, and Habilitation Officer, as appropriate, will be shared with all involved. A vision assessment, which will include the increased degree of impact the vision loss has on communication and interaction, social and emotional well-being and environmental considerations will be provided.
Teaching and Learning Environment	<ul style="list-style-type: none"> • LA special school or • Residential placement 	

Human Resources and Staffing	<ul style="list-style-type: none"> Setting/school must provide support for on-going visual assessments and interventions. 	<ul style="list-style-type: none"> Specialist support from a qualified TVI for children or young people with additional and complex needs, who will provide: <ul style="list-style-type: none"> advice and support to setting/school, and staff training visual assessment, as required LA offer to monitor progress and appropriateness of placement and effective use of exceptionally funded resources.
Curriculum and Teaching Methods	<ul style="list-style-type: none"> Specialist school curriculum, with multi-sensory approach 	
Resources and Intervention Strategies	<ul style="list-style-type: none"> Access to multi-sensory equipment 	<ul style="list-style-type: none"> If the child or young person is in a LA special school, information relating to resources and intervention strategies will be made available by the qualified TVI if appropriate. Advice may be available to residential settings and at transition where appropriate.

