Leicestershire County Council

Special Educational Needs Assessment Service (SENA)

Guidance for Visual Impairment

Guidance for meeting needs through a graduated response.

Leicestershire County Council

This guidance was developed reference to the Special Educational Needs and Disability Code of Practice 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (July 2014)

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

This document refers to Sensory and/or Physical Needs – Visual Impairment

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI) will require specialist support and/or equipment to access their learning, or habilitation support.

Group 1: Emerging Needs

A child or young person who may have an emerging SEND, supported by quality-first teaching without additional funding beyond the pupil entitlement.

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
The CYP experiences needs which are managed well in a mainstream class with appropriate differentiation of task and teaching style. **Description of need:** • A CYP whose vision cannot be fully corrected by glasses but is still better than 6/12 with no additional underlying factors	• Schools key stage 1 to 4 assessments • Monitoring of CYP's response to positive feedback • Assessment for Learning • Observations by Teacher / class TA / KS Coordinator • Advice and support from the parents • Information from the child re their opinions and preferred strategies using person-centred approaches • The school is proactive in identifying individual needs and monitors that action is taken • Risk assessment where appropriate	• The teacher is held to account for the learning and progress of the CYP in the mainstream class • Quality First Teaching meets the needs of all pupils and includes: • Flexible grouping arrangements • Some differentiation of activities and materials • Differentiated questioning • Use of visual, auditory and kinaesthetic approaches • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently • Resources and displays that support independence • Routine feedback to pupils • Environmental considerations are made to meet the needs of all CYPs • Awareness that a child may need more time to complete tasks and that equality of access may mean that they need to do some things differently • A range of alternative equipment may be useful	• The curriculum includes examples of diversity • The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils • The wider curriculum promotes positive examples of diversity • A broad and balanced curriculum is planned for all pupils • Anti-bullying is routinely addressed and pupils are confident in reporting incidents • SEAL materials and interventions • Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate • Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster self-esteem and confidence • Provision of an inclusive curriculum especially where the learning depends upon a visual learning style e.g. PE and arrangements for Sports Day, design and technology etc. • School trips which are planned well in advance and take into consideration the needs of the CYP

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		- The pace of work may need to be slower - An understanding that a visual impairment may have a wider impact on a CYP's social and emotional wellbeing despite the apparent lack of obvious impairment - The environment is planned taking into consideration the physical and sensory needs of all CYPs, e.g. playground and classroom layouts, displays, signage and lighting - White/interactive board displays should be clear for all CYP, a dark pen should be used when writing on the board - Use of teaching strategies that develop the independent learning of the CYP	- Other school pastoral interventions could include - Meeting and Greeting - Circle Time - Peer mentoring - Buddy systems - Restorative Practice - ELSA support - lunch clubs

Group 2: SEND Support (School based interventions)

A child or young person on the SEN record whose needs are met by school-based additional support with some use of delegated SEND funding.

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
CYP has identified needs which are highlighted to all staff with advice on support strategies provided and monitored by the SENCo/SLT. ***Description of need*:** • A CYP with a diagnosis of a visual impairment can find the school environment difficult or stressful at times • A CYP with reduced vision who has difficulty accessing some parts of the specific curriculum areas or specific social times • A CYP with monocular vision • A CYP whose vision means that they require changes to their environment	**Group 1 plus:** • Observations by SENCo • Use of a structured observation profile to target differentiation including IEPs with SMART targets that are reviewed and updated regularly • Pupil involved in setting and monitoring their own targets • Parents involved regularly and know how to support targets at home • Individual targets are agreed and monitored following discussion with CYP and parents • An Individual Management Plan may be written (in consultation with parents) to share advice on successful strategies e.g. seating arrangements, position in classroom, preferred learning style • School trips are planned well in advance and take into consideration the needs of the CYP	**Group 1 plus:** • Information about the CYP's difficulties is shared with relevant staff, in partnership with parents • Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills • Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently • The quality of printed material should be appropriate for all CYP as regards clarity, layout, font size and colour contrast	**Group 1 plus:** • CYP can learn through whole class teaching and generally copes well • Access to small group support, group work to be planned and tailored to meet identified need and includes good role models • Teaching problem solving skills • Learning tasks differentiated by task and outcome to meet individual needs • Teaching assistance is targeted towards visual access and is not necessarily needed for learning • Oversight for PE, to monitor safety, interpretation of instructions and use of equipment • Oversight in the playground • Oversight when moving around school • requires adult intervention to access parts of the curriculum • Requires classroom seating arrangements, slightly enlarged text and/or white/ interactive board access

Group 3: SEND Support (external professionals involved)

A child or young person on the SEND register whose needs are met with advice from external agencies and use of delegated SEND funding. Assess, Plan, Do, Review process demonstrates impact of measure put in place and of involvement of pupil and parents in the process.

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
The CYP has identified needs which require additional specific provision or specialist advice. ***Description of need*:** • A CYP who has a significant visual impairment which impacts on his/her ability to access the curriculum independently • Outside agencies (e.g. Vision Support Service) are involved • A CYP who may have difficulties accessing practical subjects	**Groups 1 & 2 plus:** • Environmental audit School Access/Equality Strategy • Risk assessments of tricky situations to inform adaptations including educational visits • Specialist assessments e.g. Specialist Teacher Educational Psychologist, SALT, OT • There is a commitment to developing independence with steps planned and agreed • Careful reviewing of needs before transition at key stages, e.g. starting preschool, primary, secondary, post 16, adult life • TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective • SEN Support Plan to share advice on successful strategies, written in consultation with parents • Close scrutiny of tracking	**Groups 1 & 2 plus:** • Manage access arrangements for internal and external examinations and assessments • Awareness of social and emotional aspects of disability • Established communication strategies to facilitate communication and to assess learning • Modified and adapted PE lessons as required • School trips which are planned well in advance and take into consideration the needs of CYP with reduced vision • Access to a differentiated curriculum • Use of equipment to access the curriculum	**Groups 1 & 2 plus:** • Access to additional adult support up to 15 hours per week • Regular/daily small group teaching of social skills • Peer awareness • Teaching assistance is targeted towards the supply of teaching and learning resources • Needs a detailed, time-limited intervention, personalised timetable and/or resource • Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or educational specialist teaching, following a programme designed or recommended by that professional • Preparation of modified print materials as directed by the specialist teacher • Specialist technology tuition from VSS practitioner, e.g. touch typing programs • Customised resources • Teaching assistance is targeted

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			towards the supply of teaching and learning resources, e.g. the preparation/resourcing of suitable visual materials
			• Coordinating the adaptation of the school PC screen appearance as directed by the QTVI
			• Assistance with use of equipment in specific subjects, e.g. science, technology, maths and ICT
			• Ensuring advised seating arrangements and access to the interactive white board
			• Supervision at breaks and lunch time as required
			• Independence skills, under guidance of the teacher of the QTVI, trained school staff or outside agency
			• Specialist ICT access
			• Adapted PE activities
			• Accessible access to the school network

Group 4: Children or Young people with an EHCP

A child or young person who has been assessed for and issued an EHCP and has appropriate strategies in place recommended by an external agency which cannot be met by the school without access to additional funding.

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The CYP has significant primary needs which impact on progress requiring	Group 1-3 plus: • Specialist assessments, e.g. by	Group 1-3 plus: • The class/subject teacher is	Group 1-3 plus: • Access to additional adult support

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Long-term involvement of educational and non-educational professionals Possibly some complexity of other needs ***Description of need*:** A CYP who has a visual impairment which greatly impacts on his/her ability to access the curriculum without additional resources and adult support • Requires print larger than 18 point, or • May be a Braille user or learning Braille • May require a range of equipment and aids, e.g. specialist voice software and high magnification	Specialist Teacher for VI, Educational Psychologist, SALT, OT, etc. • Risk assessment to identify dangers and need for additional support • Regular multi agency assessment and/or review of strategies and progress • Review the statement annually when all agencies are involved in reflection and joint planning in partnership with CYPs and their parents/carers • Individual risk assessments for practical subjects • Assessment and advice from CYC specialist teachers that is updated regularly • Specialist ICT assessments • Evacuation plan • Careful reviewing of needs before transition at Key Stages, e.g. starting preschool, primary, secondary, post 16, adult life	accountable for the progress of the CYP within the mainstream class • Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, taking into account the advice from agencies • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher • Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans • The use of specialist or adapted equipment / software where appropriate to access the curriculum • Specialised modification of all teaching and learning styles and resources	above 15 hours per week • Teaching style and tasks are adapted to suit CYP's learning style • Individualised support to implement recommendations from support services e.g. STT, OT etc. • Structured individual programmes • Programmes to develop social interaction and emotional wellbeing, as identified by the IEP/ management plan • Advice and assessment of the use of specialist or adapted ICT to access the curriculum • Independent travel training to develop independence skills for the future • Additional time for preparation of resources • Independence skills as above but where provided by an outside agency • Production of differentiated materials in accordance with the advice from the specialist teacher for vision support, e.g. Braille resources

Group 5: Specialist Provision

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The CYP experiences significant lifelong learning difficulties for which specialist provision is appropriate These may be compounded by other co-existing needs. ***Description of need*:** • The CYP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication & cognitive • A CYP who is a tactile learner (moon/Braille) with complexity of other needs • The CYP experiences complex, frequent and persistent difficulties associated with visual impairment • The CYP is extremely vulnerable and there are safeguarding issues to consider due to acute levels of mental health concerns • The visual difficulties may co-exist with a medical condition, physical, sensory, language and or/ communication needs, behaviour difficulties including self-esteem and attention issues	**Groups 1-4 plus:** • Long term involvement of educational and non-educational professionals as part of Annual review/ EHC plan • Regular risk assessments to consider risks to self and others	**Groups 1-4 plus:** • Disapplication from certain subjects if appropriate • The use of specialist or adapted equipment / software in all lessons to access the curriculum • Specialised modification of all teaching and learning styles and resources • Teaching plans available on school system • Teachers and TAs plan together on an ongoing basis • Pupil will require a wide range of sophisticated and specialist equipment to support learning. • The pupil requires a high level of adult support at all points of curriculum delivery to engage in, assimilate and consolidate learning. Incidental learning is very limited.	**Groups 1-4 plus:** • Requires additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the CYP • Specialist teaching focusing on both learning curriculum and social skills throughout the school day Targets informed by Annual Review/EHC plan • Curriculum to include life skills and highly differentiated PHSE aspects • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher • Adult support to access an individualised curriculum • Opportunities to explore their identity • Adult support to set up equipment and establish working routines in most lessons • Assistance with visual access to subject specific equipment, e.g. science, technology, maths and ICT • Assistance when moving between lessons • Staff supervision at break and lunch times • Opportunities for 1:1 teaching outside the classroom • Promotion of social interaction with

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			peer group • Preparation of Braille/moon/tactile diagrams • An additional specialist curriculum to develop independence skills, e.g. listening skills, mobility Braille, use of specialist equipment and software • Support in and out of class to access school life • Transcription time

*Prime areas of learning and development:

1. Communication and language

2. Physical development

3. Personal, social and emotional development

Specific areas of learning and development:

1. Literacy

2. Mathematics

3. Understanding the world

4. Expressive arts and design