

Hertfordshire County Council – SEND SAS Graduated approach Visual Impairment Summary

UNIVERSAL VI- LEARNER PROFILE	UNIVERSAL ACCESS – SCHOOL	UNIVERSAL ACCESS – SEND SAS
<p>The CYP whose needs are managed well in a mainstream class with appropriate differentiation of task and teaching style. A CYP who should wear glasses for a refractive error (i.e. short/long sightedness, astigmatism) whose vision is fully corrected by their spectacles. A CYP whose learner profile fits in Tier 0 is NOT classed as having a vision impairment.</p>	<p>Quality First Teaching meets the needs of all pupils and may include:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements. • Some differentiation of activities and materials • Environmental considerations are made to meet the needs of all CYPs. 	<p>SEND SASS VI Support</p> <ul style="list-style-type: none"> • Specialist Advisory Teacher – VI can offer whole school CPD upon school request.
UNIVERSAL PLUS - VI LEARNER PROFILE	UNIVERSAL PLUS ACCESS – SCHOOL	UNIVERSAL PLUS ACCESS – SEND SAS
<p>CYP has a mild vision impairment when vision is corrected with glasses. A CYP with unocular vision (this includes children who are patched for a period of time) A CYP whose vision acuity, including reduced visual fields means that they require changes to their environment. CYP has identified needs which are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/SLT. A CYP with a diagnosis of a vision impairment can; * find the school environment difficult or stressful at times. *May experience barriers to accessing some parts of the curriculum areas or specific social times. * will experience visual fatigue at times. * may have a head posture or tilt.</p>	<ul style="list-style-type: none"> • Information about the CYP’s needs are shared with relevant staff, in partnership with parents. • Individual outcomes agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets. • Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning. • The quality of printed material should be appropriate for all CYP with regard to clarity, layout, font size, line spacing, colour and contrast. 	<p>SEND SASS VI Support</p> <ul style="list-style-type: none"> • Specialist Advisory Teacher can offer phone call/email consultation and advice on whether a referral to VI service is required. • Possible Single Service Request (SSR) for focused discussion/assessment and Specialist Advisory Teacher involvement as appropriate to advise on required font size, seating position in the classroom, environmental factors to consider. • Countywide training for staff working with VI pupils • Intervention/ information signposting.
TARGETED SUPPORT - VI LEARNER PROFILE	TARGETED SUPPORT – SCHOOL	TARGETED SUPPORT- SEND SAS
<p>CYP has a moderate vision impairment that impacts on their ability to access the curriculum, including practical subjects independently. The CYP has identified needs which require additional specific provision, or specialist advice. The CYP will be unable to read standard size, age appropriate print from an acceptable distance. They are likely to require modified resources including enlarged print, removal of visual clutter, clarity and contrast.</p>	<ul style="list-style-type: none"> • Manage access arrangements for internal and external examinations and assessments. • Awareness of social and emotional aspects of disability. • Modified and adapted PE lessons are required. • Additional IT equipment provided where appropriate (eg. Laptop, iPad etc). • Use of large print equipment to access the curriculum. 	<p>SEND SASS VI Support</p> <ul style="list-style-type: none"> • Service Request for Specialist Advisory Teacher involvement. • Functional Vision Assessment carried out and recommendations given. • Provision of highly specialist software where appropriate e.g. magnification software, desktop magnifiers.

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<p>They are likely to have reduced visual field and depth perception. CYP may experience visual processing difficulties due to CVI.</p>	<ul style="list-style-type: none"> • Additional skills training such as touch typing. 	<ul style="list-style-type: none"> • Curriculum Access Specialist (CAS) Training school support staff in adapting of large print resources. • Habilitation Specialist/EY Specialist involvement as appropriate.
<p>TARGETED PLUS - VI LEARNER PROFILE</p>	<p>TARGETED PLUS SUPPORT – SCHOOL</p>	<p>TARGETED PLUS SUPPORT- SEND SAS</p>
<p>The CYP has significant vision impairment which greatly impacts on his/her ability to access the curriculum. The vision impairment might be severe or degenerative in nature. The CYP requires extensive adaptation of resources, environment and curriculum and requires specialist adult support to enable access. The vision impairment will have a severe impact on the CYP's ability to access their learning independently. The CYP has significant needs which present barriers to progress, requiring long term involvement of educational and non-educational professionals. The CYP will need training in specialist skills to enable access to the curriculum and beyond (expanded core curriculum, including independent living skills).</p>	<ul style="list-style-type: none"> • Individualised support across the curriculum to provide a personalised learning experience, taking into account advice from agencies. Teachers and TAs plan together on an ongoing basis. • Facilitate production of modified enlarged materials in accordance with the advice and training from specialist staff. • The use of specialist or adapted equipment / software in lessons to access the curriculum. • Specialised modification of all teaching and learning styles and resources. • Opportunities to continue to develop specialist skills. • Releasing student to attend specialist skills training and VI peer events where appropriate. 	<p>SEND SASS VI Support</p> <ul style="list-style-type: none"> • VI SAT or EY VI Specialist advice • Specialist Teaching of Additional Core Skills (e.g; Braille, voice over software where appropriate) • Advice and assessment on the use of specialist, or adapted ICT software to access the curriculum. • Assessment for and provision of highly specialist equipment and training to staff and pupils on the use of this where appropriate. • Mobility training and independent living skills input.
<p>SPECIALIST - VI LEARNER PROFILE</p>	<p>SPECIALIST SUPPORT – SCHOOL</p>	<p>SPECIALIST- SEND SAS</p>
<p>The CYP has a profound vision impairment and requires extensive adaption and support in all areas to enable access to the curriculum. The CYP experiences complex and frequent barriers associated with vision impairment, which can significantly impact upon their learning and development. A CYP whose primary mode of access is through tactile (Braille) and/or other non-sighted means (audio). Their vision impairment will have a greater impact on social interaction and may require the support of adults to scaffold/ enable this.</p>	<ul style="list-style-type: none"> • The use of specialist or adapted equipment / software in all lessons to access the curriculum. • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher. • Support in and out of class to access school life and independent living skills. • Access to curriculum support for pre and post learning and to consolidate concepts and vocabulary understanding. • School provides 1:1 support for pupil where appropriate. • School makes 1:1 support staff available to attend training. 	<p><u>Mainstream settings</u></p> <ul style="list-style-type: none"> • VI SAT intervention and teaching of specialist skills. Ongoing individualised assessments, monitoring and advice. • Other VI specialist advice provided as necessary from Habilitation Specialists, Early Years VI Specialists and Curriculum Access Specialists. Specialist IT Technician • 1:1 specialist support in mainstream where appropriate. • Mobility training and independent living skills input. <p><u>Special school settings</u> Systemic advice and support from VI/MSI SAT to empower staff in special school settings.</p>

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