

Visual Impairment

Assess

- Ensure Quality First Teaching is in place.
- Use of Ophthalmology reports and Functional Vision Assessment to determine VI level of need.
- Analysis of test and attainment data e.g. CATS, Reading Assessments, Spelling Assessments.
- Detailed and targeted observations in a range of situations and 1-1 activities to assess use of residual vision if appropriate.
- Meeting and discussions involving child/young person, parents, SENCo, key staff.
- Identification of any training needs of staff.
- Assess the teaching style used within the classroom and ensure that there is not an over emphasis on visual learning.
- Consider the child's speed of working and ability to access information.
- Record the above on an EHA including the impact of any interventions/adaptations.

- Identification of outcomes linked to relevant VI-specific skills eg. use of equipment, independence, mobility, meeting others, looking after themselves, participation etc.
- Ensure that the curriculum is accessible to the child and learning resources are enlarged/ adapted to meet the child's needs.
- Close working with the Sensory Support Qualified Teacher of the Visually Impaired to plan next steps.
- Identify how any barriers to learning and participation will be minimised or removed.
- Plan for the classroom environment to be as accessible as possible e.g. a good listening environment and accessible classroom layout etc.
- Consider the need for, and plan for, any support needed to improve the child's self esteem and social skills.
- Arrange for any staff training needed.
- Plan for the use of any recommended low vision aids e.g. magnifiers etc.
- Use of EHA Action Plan and refer to appropriate services.

Plan

SEN Support (provided via schools own resources)

Review

- Review the impact of specific interventions/adaptations.
- Plan next steps with the child/young person and parents, including more specialist media, e.g. Giant Print, Braille and tactile learning methods, if needed.
- Identify any ongoing, or new and emerging, needs including those relating to learning, self esteem, social skills etc.
- Review the accessibility of lesson content.
- Review the child's ability to navigate around the school site.
- Review the child's ability to learn independently and manage their own equipment.
- Review any changes to the child's level of vision.
- Update EHA and pupil passport.
- Continue at SEN Support with new outcomes/adapted strategies, move off SEN Support/make a request for an EHCP Needs Assessment.

- Use of specific strategies, resources and equipment for large print users (outlined in Functional Vision Assessment Report).
- Implementation of advice/programme devised by or received from a support service e.g. touch typing, habilitation, use of equipment.
- Consistent encouragement, reminders and modelling of the use of any low vision aids recommended.
- Adaptation of classroom environment if needed.
- Quality Assurance of curriculum delivery by SENCo or other appropriate member of staff.
- Request regular feedback from the child/young person to ensure ongoing accessibility of learning resources **in the** classroom.
- Regular liaison between class teacher, SENCO and parent.
- Make a pupil passport detailing strengths and needs so all staff are aware of the support that needs to be in place.
- Access to appropriate training for staff working with the child/young person.

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