

Visual Impairment- Graduation, Adjustments, Best Endeavours and Indicative Funding

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.

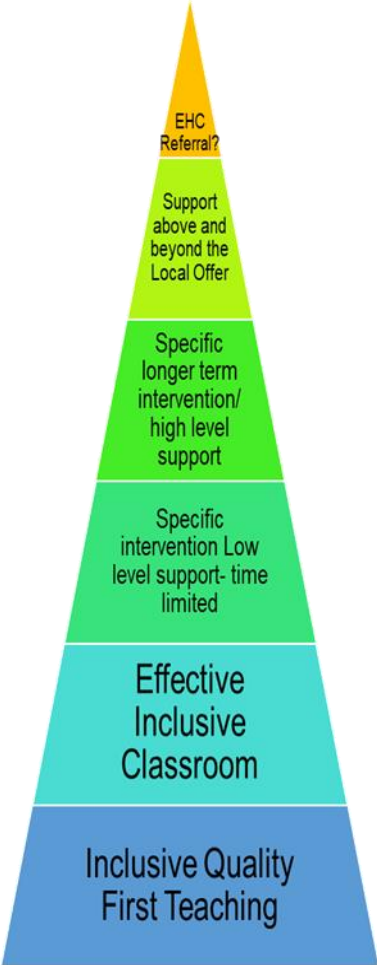
North Tyneside Pledges

Pledge 1: Intervene early with evidence based, family focussed services

Pledge 2: Work in partnership to keep children in school

Pledge 3: Keep them safe at home and connected to their local communities

Visual Impairment- Graduation, Adjustments, Best Endeavours and Indicative Funding

Level of Adaptation/Adjustment	General Descriptor at Each Level
	<p>CYP who has a severe visual loss (National Sensory Impairment Partnership criteria). CYP has significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals as part of statutory assessment / EHC plan. Possibly some complexity of other needs. CYP who has a visual impairment which greatly impacts on his/her ability to access the curriculum without additional resources.</p>
	<p>CYP who has either a mild (top level of scale) or moderate visual loss (National Sensory Impairment Partnership criteria). CYP who has a diagnosis of cerebral visual impairment (CVI) whose condition has not improved following strategies put in place by the Eye Clinic. CYP has identified needs which require additional specific provision or specialist advice e.g. a detailed time limited programme, intervention personalised timetable and/or resource. CYP who has a significant visual impairment which impacts on his/her ability to access the curriculum independently. Outside agencies are involved and the CYP is accessing customised resources. CYP who may require intervention in all practical subjects. CYPs visual impairment could co-exist with other secondary needs.</p>
	<p>CYP who has a mild visual loss (National Sensory Impairment Partnership criteria). CYP has identified needs which are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/SLT. CYP with a diagnosis of a visual impairment who can learn through whole class teaching and generally copes well within the school environment but can find it difficult or stressful at times. CYP with reduced vision who requires short periods of adult intervention targeted at specific curriculum areas or specific social times. CYP with monocular vision. CYP whose vision means that they require changes to classroom seating arrangements, slightly enlarged text and/or white/interactive board access.</p>
	<p>The CYP experiences needs which are managed well in a mainstream class with appropriate differentiation of task and teaching style. CYP who should wear glasses, without which their vision is impaired.</p>
	<p>The CYP is working generally within or above age-related expectations or is making good progress from relative starting points</p>

Visual Impairment- Graduation, Adjustments, Best Endeavours and Indicative Funding

Level of Indicative Funding	General Descriptor at Each Level
EHCP	<ul style="list-style-type: none"> • A CYP who has either a severe visual loss (top level of scale) or profound visual loss. (National Sensory Impairment Partnership criteria).
Up to £4000 additional funding	<ul style="list-style-type: none"> • The CYP will experience significant, complex persistent and enduring difficulties 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.
Up to £8000 additional funding	<ul style="list-style-type: none"> • A CYP who is a tactile learner. The CYP may be able to access N36+ size print. • The CYP experiences complex, frequent and persistent difficulties associated with visual impairment. • The CYP needs a high level of support in class and for preparation of resources. • The CYP is extremely vulnerable and there are safeguarding issues to consider due to acute levels of mental health concerns.
Up to £12000 additional funding	<ul style="list-style-type: none"> • The visual difficulties may coexist with a medical condition, physical, sensory, language and or/communication needs, behaviour difficulties including self-esteem and attention issues.
Up to £18000 additional funding	<ul style="list-style-type: none"> • A CYP who has a profound visual loss. (National Sensory Impairment Partnership criteria). • The CYP experiences significant lifelong learning difficulties for which specialist provision is appropriate. These may be compounded by other co-existing needs.
Up to £20000 additional funding	<ul style="list-style-type: none"> • A CYP with persistent complex visual impairment needs which affect social, emotional wellbeing and behaviour. • Additional staffing, resources or alternative provision are needed to ensure continuation of placement. • CYPs need a personalised package of support. • Deaf/blind CYP.
Bespoke Package	<ul style="list-style-type: none"> • The CYP may need a bespoke package within North Tyneside or with an external provider. • The CYP is unable to attend school, special arrangements to access the curriculum are needed tailored to ability and access needs e.g. home tuition • The CYP has highly significant complex needs

TO BE AGREED

Visual Impairment- Graduation, Adjustments, Best Endeavours and Indicative Funding

Effective Inclusive Classroom				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<ul style="list-style-type: none"> • CYP who has a mild visual loss (National Sensory Impairment Partnership criteria). • CYP has identified needs which are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/SLT. • CYP with a diagnosis of a visual impairment who can learn through whole class teaching and generally copes well within the school environment but can find it difficult or stressful at times. • CYP with reduced vision who requires short periods of adult intervention targeted at specific curriculum areas or specific social times. • CYP with monocular vision. • CYP whose vision means that they require changes to classroom seating arrangements, slightly enlarged text and/or white/interactive board access. 	<ul style="list-style-type: none"> • Assessments in line with typical for their age. • 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. 	<ul style="list-style-type: none"> • The teacher is held to account for learning and progress • Quality First Teaching meets the needs of all pupils and includes: <ul style="list-style-type: none"> ○ Flexible grouping arrangements. ○ Some differentiation of activities, questioning and materials ○ Use of visual, auditory and kinaesthetic approaches. ○ Awareness that a CYP may need more time to complete tasks, equality of access may mean that they need to do some things differently. • Resources and displays that support independence. • Environmental considerations are made to meet the needs of all CYPs e.g. playground and classroom layouts, displays, signage and lighting. • Consideration to CYP's learning style. A range of alternative equipment may be useful. • An understanding that a visual impairment may have a wider impact on a CYP's social and emotional well-being despite the apparent lack of obvious impairment • White/interactive board displays- dark pen should be used when writing on boards. • Use of teaching strategies that develop the independent learning of the CYP 	<ul style="list-style-type: none"> • 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 • Provision of an inclusive PE curriculum • 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. • Other school pastoral interventions could include <ul style="list-style-type: none"> ○ Meeting and Greeting ○ Circle Time ○ Peer mentoring ○ Buddy systems ○ Restorative Practice ○ lunch clubs 	<ul style="list-style-type: none"> • A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the school. • A regularly monitored, reviewed and updated inclusion policy underpins practice. • The school employs additional adults to support the needs of all pupils • All staff including TAs have up to date job descriptions and are included in whole school appraisal systems. Designated time is allocated to Teaching Assistants for planning and liaison with teachers • All staff have received training on SEN and understand how to support with learning difficulties. • School staff access LA training to keep informed on meeting the needs of CYPs. • Whole school inclusion policies and practice implemented consistently. • Whole school inclusion policies and practice implemented consistently. • Staff access to appropriate training regarding meeting the needs of CYPs with Visual Impairment. • Monitoring of CYP to check they are wearing their glasses, if prescribed and that glasses are clean, positioned correctly and in a good state of repair.

Visual Impairment- Graduation, Adjustments, Best Endeavours and Indicative Funding

Intervention/High level Intervention				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<ul style="list-style-type: none"> • CYP who has either a mild (top level of scale) or moderate visual loss (National Sensory Impairment Partnership criteria). • CYP who has a diagnosis of cerebral visual impairment (CVI) whose condition has not improved following strategies put in place by the Eye Clinic. • CYP has identified needs which require additional specific provision or specialist advice e.g. a detailed time limited programme, intervention personalised timetable and/or resource. • CYP who has a significant visual impairment which impacts on his/her ability to access the curriculum independently. Outside agencies are involved and the CYP is accessing customised resources. • CYP who may require intervention in all practical subjects. • CYPs visual impairment could co-exist with other secondary needs. 	<ul style="list-style-type: none"> • Observations by SENCO. • Support plans with SMART outcomes 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. • A Support 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. 	<ul style="list-style-type: none"> • Information about the CYP's difficulties is shared with relevant staff, in partnership with parents. • Individual outcomes are implemented as part of teaching and learning activity. • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Support/advice from SENCO. • Additional adults routinely used to support flexible groupings. • Access to targeted small group work with TA as needed. • Access to Learning Mentor as needed. • School staff access training regarding meeting the needs of CYPs. • Additional adult for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities, supervision in the playground. • Home-school communication systems. • Time for scheduled meetings with parents on a regular basis. • School may consult the Sensory Service for advice on best practice. • Awareness raising for staff about the educational implications of specific visual conditions.

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Support Above and Beyond the Local Offer				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<ul style="list-style-type: none"> • CYP who has a severe visual loss (National Sensory Impairment Partnership criteria). • CYP has significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals as part of statutory assessment / EHC plan. • Possibly some complexity of other needs. • CYP who has a visual impairment which greatly impacts on his/her ability to access the curriculum without additional resources. 	<ul style="list-style-type: none"> • Environmental audit School linked to Access/Equality Strategy. • Consideration of the child and whole family needs through an Early Help Assessment • Risk assessments of tricky situations to inform adaptations incl. educational visits. • Specialist assessments e.g. Sensory Service, Educational Psychologist, SALT, OT. • Commitment to developing independence with steps planned and agreed • Careful reviewing of needs before transition at key stages e.g. starting pre-school, primary, secondary, post 16, adult life. • TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance • Support Plan to share advice on successful strategies, written in consultation with parents, including risk assessments for moving and handling, health care, school visits, swimming, emergency evacuation, mobility etc. • Management of access arrangements for internal and external examinations and assessments. • Preparation of modified print materials • Coordinating the adaptation of the school PC screen appearance as directed by the Teacher of the VI assistance with use of equipment in specific subjects. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Regular/daily small group teaching of social skills. • Peer awareness. • Teaching assistance is targeted towards the supply of teaching and learning resources. • Small group and/or individual intervention, to develop specific areas of curriculum. • Following a programme designed or recommended by an external professional. • Assistance with access to specialised equipment e.g. laptops, cameras, speech/large print software or talking equipment. • Teaching assistance is targeted towards the supply of teaching and learning resources e.g. the preparation / resourcing of suitable visual materials. • Ensuring advised seating arrangements and access to interactive white board. • Supervision at breaks and lunch time as required. • Independence skills– under guidance of Teacher of the VI, trained school staff or outside agency. • Specialised ICT access. • Adapted PE activities. • Accessible access to the school network. 	<ul style="list-style-type: none"> • Time for formal meetings with parents on a regular basis. • Time for meetings with the Sensory Service. • Allocate appropriate accommodation for visiting professionals to work with individual CYP. • Adult intervention targeted at specific curriculum areas or specific social times. • Consult with the specialist teacher for when recruiting staff to work with a named CYP. • VI specific advice from the specialist teacher on: curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment, mobility, individual health care and management plans, exam access arrangements, advice on use of ICT to access the curriculum. • Advice on use of ICT to access the curriculum from the Sensory Service.

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Education, Health and Care Plan (additional funding up to £12,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<ul style="list-style-type: none"> A CYP who has either a severe visual loss (top level of scale) or profound visual loss. (National Sensory Impairment Partnership criteria). The CYP will experience significant, complex persistent and enduring difficulties 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. The CYP may be able to access N36+ size print. The CYP experiences complex, frequent and persistent difficulties associated with visual impairment. The CYP needs a high level of support in class and for preparation of resources. The CYP is extremely vulnerable and there are safeguarding issues to consider due to acute levels of mental health concerns. The visual difficulties may coexist with a medical condition, physical, sensory, language and or/communication needs, behaviour difficulties including self-esteem and attention issues. 	<ul style="list-style-type: none"> Ongoing specialist assessments e.g. by Specialist Teacher for VI, Educational Psychologist, SALT, OT, CAMHS etc as part of statutory process. Risk assessment to identify dangers and need for additional support. Regular multi agency assessment and/or review of strategies and progress. Review the EHC Plan 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 Sensory Service specialist teachers that is updated regularly. Specialist ICT assessments. Evacuation plan. A more detailed individual plan that details moving and handling, health care, school visits, swimming, emergency evacuation, mobility etc. Facilitate production of differentiated materials in accordance with the advice from external agencies. Preparation of Braille/moon/tactile diagrams. 	<ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENDCo and advice from education and non-educational professionals as appropriate 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 on-going basis. 	<ul style="list-style-type: none"> 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 e.g. SRE (Sex and Relationship Education). 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 eg 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 based on individual targets Promotion of social interaction with peer group. 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 	<ul style="list-style-type: none"> Access to support from highly skilled and experienced staff within small classes with a high adult ratio or 1:1 specialist support in mainstream. Skilled TA who understands the implications of visual impairment and has in depth knowledge of specialist access equipment. Additional individual support in line with risk assessments. Personalised timetable providing access to TA support as specified in EHC Plan. Time for outside agencies to meet termly to assess progress and plan future targets. Specialist support, alongside a multi-agency approach is essential. Allocate appropriate accommodation for visiting professionals to work with individual CYPs, considering safeguarding issues. Make staff available for training in the use of specialist equipment. School co-ordinates the involvement of a range of agencies one of which may fulfil the Key worker role. Access to VI peers and role models. Access to a quiet room for small group and 1:1 session. Specialist support, alongside a multi-agency approach is essential. Training in accessibility as per specific learners needs

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Education, Health and Care Plan (additional funding up to £16,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<ul style="list-style-type: none"> A CYP who has a profound visual loss. (National Sensory Impairment Partnership criteria). The CYP experiences significant lifelong learning difficulties for which specialist provision is appropriate. These may be compounded by other co-existing needs. 	<ul style="list-style-type: none"> Long term involvement of educational and noneducational professionals as part of Annual review/EHC plan. Regular risk assessments to consider risks to self and others. 		<ul style="list-style-type: none"> Requires additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the CYP. 	<ul style="list-style-type: none"> Requires additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the CYP. Specialist staff to support due to high level of vulnerability presented by the CYP. Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS. Use of multi-disciplinary special resources
Education, Health and Care Plan (additional funding up to £20,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<ul style="list-style-type: none"> A CYP with persistent complex visual impairment needs which affect social, emotional wellbeing and behaviour. Additional staffing, resources or alternative provision are needed to ensure continuation of placement. CYPs need a personalised package of support. Deaf/blind CYP. 	<ul style="list-style-type: none"> Long term involvement of educational and noneducational professionals as part of Annual review/EHC plan. Regular risk assessments to consider risks to self and others. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Requires increased levels additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the CYP. 	<ul style="list-style-type: none"> Requires additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the CYP. Specialist staff to support due to high level of vulnerability presented by the CYP. Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS. Use of multi-disciplinary special resources

EHCP Bespoke Package Education, Health and Care Plan (additional funding over £20,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP may need a bespoke package within North Tyneside or with an external provider. This should be clearly detailed and based on evidence-based approaches. Provision may be needed within a non-maintained educational or residential placement (Out of Area). This may include provision for identified Health and Social Care needs, including therapeutic input from specialists. Cases will be known to the Local Authority and subject to joint commissioning arrangements via Joint Panel.</p>				