

The Graduated Approach to SEN Support

Visual Impairment



Foreword

Improving the outcomes for our children with Special Educational Needs & Disabilities (SEND) is at the heart of our Inclusive Ambitions to tackle key inequality issues in Kirklees. Investing in our learners and their families at the earliest opportunity will support us to help them achieve their best possible outcomes.

There are four broad areas outlined in the SEND Code of Practice (2015). They provide schools with an overview of the range of needs that should be planned for. The purpose of identification, however, is to work out what action the school needs to take, not to fit a learner into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Sensory and/or Physical is one of the four broad areas of need as outlined in the SEND Code of Practice (2015).

Guidance is separated into the key high incidence needs within this broad area:

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Impairment (PI)

This guidance is designed to support schools identify the strengths and needs of learners with a visual impairment and suggests a range of targeted provision that may need to be put into place for learners with special educational needs and disabilities at SEN Support.

It builds on the Kirklees description of Inclusive High-Quality Teaching which has been developed in the form of an audit tool to support mainstream schools evaluate the extent to which they can meet the requirements of learners with SEND within the day-to-day classroom context. It is this inclusive high quality teaching which is expected to be in place for all learners, every day in every classroom.

It is important that this audit tool is utilised prior to considering this guidance; as the SEND Code of Practice (2015) states,



What will this guidance help me with?

Some children and young people come to our schools with a visual impairment already identified. However, as this may not always be the case, this guidance is designed to support schools in the early identification of the signs of a possible visual impairment. It is also important to consider that individual learners often have needs that cut across other areas and their needs may change over time so it may also be appropriate to look at the SEN Support documents for other broad areas of need.

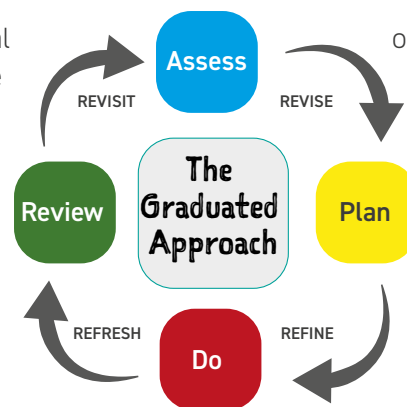
ASSESS

To support the ASSESS phase of the Graduated Approach, this document firstly provides a guide to supporting the early identification of the signs of a possible Visual Impairment and what to do when those concerns arise. It then provides a guide to the next steps to consider when a diagnosis of a Visual Impairment has been made in order to gain as clear a picture as possible as to the areas of targeted SEND provision they will require in the school context.

PLAN

It then suggests a range of targeted SEND provision which is additional to and or different from the universal offer of inclusive high-quality teaching for our learners at SEN Support with a visual impairment. It is targeted because it is designed to address specific barriers to or gaps in learning that have been identified at the ASSESS phase of the Graduated Approach.

Targeted provision should be carefully planned for, with clear expected



outcomes linked to provision. It may be planned to take place within or away from the classroom, possibly as an intervention being led by a teacher or teaching assistant. If this is the case, schools need to:

- Have a clear justification for this being the best approach.
- Be clear as to the purpose of the targeted provision.
- Discuss, agree the expected outcomes.
- Ensure teachers remain responsible and accountable for progress, even where learners are receiving targeted provision away from the classroom.

- Keep targeted provision under review as part of the graduated approach, including planning for alternative approaches or specialist advice where needed.

Schools will need a planning tool to record the targeted provision to be put into place, the outcomes sought and the progress made. It is for schools to determine their own approach to record keeping, but it may incorporate the use of provision mapping and an individual plan for the learner such as an IEP or MSP. It is vital that the learner and their parents/carers are also involved in making decisions about the type of targeted SEN provision that will be put into place and in the evaluation of the impact. Utilising Person Centred Approaches through the Graduated Approach will provide a rounded picture that is focused on what is important to and for the learner, from their perspective and from that of the people close to them.

This document also provides guidance for schools on the key elements that constitute good practice at the **DO** and **REVIEW** phases of the Graduated Approach.

The Conditions for Inclusion for Learners with SEND

For learners with SEND, their environment can have a profound impact upon their feelings of belonging and aspiration; the influence of school culture, ethos and attitudes of staff and peers are highly influential.

Everyday relationships and interactions with staff and peers form the basis of each learner's school experience. Where these are positive and nurturing, our learners with SEND are far more likely to feel they belong and can thrive at school.

Positive relationships between teachers and peers and inclusive teaching practice, built upon established inclusive principles, are fundamental to improving outcomes for all learners.

- An inclusive culture that permeates policy and practice across all aspects of school life
- An ambitious vision
- Equality of opportunity across all aspects of school life
- An understanding and application of the duty to make 'reasonable adjustments' across all aspects of school life
- Alertness to possible unconscious bias that may lead to reduction in aspiration

- Prioritising independence
- Representation of positive role models with SEND through the curriculum, resources, visiting speakers
- Ensuring learners with SEND are represented in all aspects of school life e.g. school plays, clubs, school councils, sports and music events

Positive relationships between teachers and peers and inclusive teaching practice, built upon established inclusive principles, are fundamental to improving outcomes for all learners.

How might special educational needs present for a learner with a Visual Impairment?

The Royal National Institute for the Blind (RNIB) estimates that around 25,000 children and young people up to the age of 16 in England and Wales have a visual impairment (VI) needing specialist educational support. As many as 50 per cent have additional disabilities alongside their visual impairment.

The term visual impairment refers to a number of conditions that can adversely affect near and distance vision, or processing of visual information. Most people who are blind and partially sighted are born with a vision impairment. However, research cited by the RNIB (2016) suggests that there are learners in schools whose visual impairment has not been identified and is more likely to go undetected in learners with additional disabilities.

Learners may experience visual difficulty in a number of ways:

- **Low acuity:** the ability of the eye to distinguish shapes and the details of objects at a given distance.

What is the role of the Qualified Teacher of the Visually Impaired (QTVI)?

The role of the QTVI varies depending on the needs of the children, families, settings and schools they are working with.

The role of the QTVI can include, but is not limited to:

Liaison

- health care professionals such as Ophthalmologists and Orthoptists, Health Visitors, Paediatricians, Therapists, ECLO (Eye Care Liaison Officer)
- parents/carers, practitioners in early years settings, teachers and SENCOs in schools and 6th form colleges
- other professionals such as Educational Psychologists, Special Educational Needs and Disability Officers, Social Workers, Habilitation/Mobility Officers.

Assessment

- of children and young people's functional vision as well as their development and learning in general
- the suitability of specialist equipment to support a child/young person's access to education
- identification of needs, outcomes and provision for children and young people as part of the statutory Education, Health and Care Needs Assessment process.



Teaching

- babies/young children and their families at home; children in early years settings; children in schools and 6th form colleges
- practitioners in early years settings and teachers and support staff in schools and colleges to model strategies and approaches to enable them to effectively support individual children and young people.
- maximising residual vision
- developing compensatory skills e.g. tactile skills, braille, accessibility software
- communication and interaction
- social and emotional support related to vision loss, including self-advocacy skills

Advice

- to parents, carers and families to enable them to understand the nature of their child's visual impairment and understand how to support all aspects of their child's development and learning, at home and in the community.
- to staff in settings to enable them to understand the nature and impact of a child's visual impairment and consider how to modify and adapt their environment, the activities and learning opportunities on offer in their setting, their access to the learning and social opportunities and how best to support them.
- to children and young people in relation to their visual impairment, developing their skills as independent learners and support and

encourage them to develop skills to advocate for themselves and develop a positive self-image and prepare for life beyond school.

- to schools and 6th form colleges regarding access arrangements for tests and exams

Following a referral to the VI team, the QTVI will firstly check the learner's medical information and will then arrange a meeting with the parents/carers and a functional vision assessment of the child and observations of the child's visual skills. The QTVI will use the National Sensory Impairment Partnership (NatSIP) Eligibility Framework to provide a guide as to the level of support required for a learner; this is kept under regular review. The school will then be allocated a QTVI to support the school in planning and making appropriate provision for the learner and will provide training for staff as required.



Assess

THE GRADUATED APPROACH

- SENCo, teacher(s) and key staff keep the analysis of strengths and needs under review to ensure support is matched to need.
- Parent/carer and learner views support the analysis of strengths and needs - conversations are carried out with sensitivity and honesty.
- Use of detailed National Curriculum and individualised assessment tools in relation to specific descriptors may be necessary to identify strengths, gaps in and barriers to learning to inform planning.
- Specialist SEND services can be contacted where a school requires further guidance around understanding the learner's strengths and needs and approaches to support.

Although most learners with a visual impairment will have been identified in the early years of life, there may be some who are as yet not identified SENCOs can work with teachers to use this guide when they are raising concerns around a possible VI.

Assess

Common signs of visual impairment

Incorporates guidance from the RNIB

Unlike
the
learner

Sometimes
like the
learner

Typical
of the
learner

NOTES

Difficulty seeing the white board, smartboard or print resources

May lose their place when tracking print across a page when reading, possibly omitting words, missing lines

Tilt or turn their head when looking

May close or cover one eye or squint when doing close up work

May hold book very close up or bend over work.

Avoids reading/close up work

May take a long time to complete some tasks

May be better during the day than at night with lower levels of light.

Sensitivity to light

May rub eyes and/or experience eye redness

Blinks repeatedly

Eyes may periodically move quickly from side to side

Unusual fatigue after visual task

Complain of headaches/nauseous

Bumping into things/appears 'clumsy'

Poor hand/eye coordination

If any other, describe here:

Assess

Common signs of visual impairment

Incorporates guidance from the RNIB

What to do when concerns arise	NOTES
Discuss any concerns that you may have with the family	
Record your observations to share with families and professionals	
Where appropriate, speak with the learner and find out their views	
Ask the parents/carers to arrange an appointment for a vision test at the local opticians.	
Parents/carers can ask their GP or optician for a further referral to the local ophthalmology clinic for a full vision assessment.	
NB: The QTVI cannot undertake a vision assessment, this is a medical assessment that can only be carried out at an Ophthalmology Clinic. QTVI can undertake a Functional Vision Assessment in the education setting, or home (early years); this does not replace clinical findings.	

This guidance is designed to support schools identify the individual learner's strengths and key areas of need that require support to be planned for when a diagnosis of a visual impairment has been made, but it can also be used at any stage, for example, as needs change or at key points of transition. It should be used in collaboration with the learner, family, teacher(s), support staff, drawing on the expertise of specialists involved with the learner. The list includes examples of the questions that the QTVI will consider as part of a Functional Vision Assessment to help inform the school of strategies to suit the individual needs of the learner.



Assess

Identifying the Strengths and Needs of Learners with Visual Impairment

Next steps when a diagnosis of a Visual Impairment has been made

Key areas to consider <i>Incorporates guidance from the RNIB</i>	NOTES
How much sight does the learner have and how is it useful for various activities?	
Is their sight stable or is it variable? Under what conditions may it change?	
What is the optimal effective distance of their vision e.g. for reading from a white board?	
What print size/style/colour can they read comfortably?	
What is their field of vision? Where is it normal or restricted?	
What is the optimal time the learner can use their sight before becoming tired?	
Does the learner's VI impact on movement around the classroom/school environment safely and independently and confidently ?	
What is the optimal lighting the learner needs?	
Where is the best seating position in the classroom (this may depend on the activity)?	
What degree of specialist input is needed e.g. QTVI, specialist teaching assistant?	
What steps need to be taken to support their vision e.g. adaptations to resources, layout of the classroom, ICT.	
This may include the advice from a Habilitation Specialist.	
What are the implications of the learner's VI on activities outside of lessons?	
What specific teaching strategies and support are required within the class, playground, activities or at home e.g. adaptations to homework, pre/post tutoring, reading for pleasure, learning spellings?	
What advice and training for whole school/class teacher/support in class is required? This could include the learning environment, specific teaching approaches, equipment and/or adaptations.	
What implications does this have for adaptations to teaching?	
Are any additional resources required?	

Assess

Identifying the Strengths and Needs of Learners with Visual Impairment

Next steps when a diagnosis of a Visual Impairment has been made

Key areas to consider <i>Incorporates guidance from the RNIB</i>	NOTES
Is there a gap between the learner's cognitive ability and ability to communicate in writing? If so, what additional support will be put in place to close the gap and when and how will these be reviewed?	
Are there any other learning and development needs? Are any other specialists involved?	
What access arrangements are needed? Do they reflect the learner's normal way of working?	
What is required to help the learner develop their independence over time?	
Are expectations sufficiently high and challenging?	
Is the learner showing any behaviours of concern? Is there any pattern to these behaviours, e.g. time of day, during particular curriculum lessons/ activities? Could this be linked to their visual impairment or are there other possible causes? What strategies/approaches need to be put in place?	
If significant absences/exclusion, what are the reasons and to what extent are they linked to the learner's visual impairment? Can steps be taken to reduce them? If so, what?	
If significant absences/exclusion, what are the reasons and to what extent are they linked to the learner's visual impairment? Can steps be taken to reduce them? If so, what?	
Have the other learners had equality and disability training in this area?	
Is negative stereotyping by peers an issue and if so, how is this to be addressed?	
Is the learner involved in after school/community activities? If not, how can this be increased? What support is required to ensure full participation?	
Is school transport an issue? Can this be resolved?	
What strategies can be used to improve social and emotional independence and resilience?	
Does the family attend ophthalmology appointments as required? If not, are there any family factors that result in failure to attend? If so how are these to be addressed?	

Assess

Identifying the Strengths and Needs of Learners with Visual Impairment

Next steps when a diagnosis of a Visual Impairment has been made

Key areas to consider

Incorporates guidance from the RNIB

NOTES

How can the family be involved in supporting their child with learning at home and what support do they need to be able to do this?

Does the child and their family meet up with other visually impaired children and families? If not, what opportunities are there?

Are family aware of organisations that might help? E.g. RNIB, VICTA

Plan

Planning for targeted SEN SUPPORT that is additional to and/or different from inclusive high quality teaching

- Teacher(s) and SENCO agree, in consultation with the learner and their family, the outcomes they are seeking, the targeted SEN provision to be put in place to address gaps in and barriers to learning to accelerate progress and development.
- Support and intervention are based on reliable evidence of effectiveness and provided by practitioners with relevant skills and knowledge.
- All teachers and support staff who work with the learner are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Supply staff are provided with clear information about the key needs and adjustments required for the learners with SEND they will be teaching.
- A clear date for review is set.
- Advice from specialists is shared with all relevant staff; SENCO checks that it is fully understood and planned for.
- Any related staff development needs should be identified and addressed.
- Schools can determine their own approach to record-keeping to record provision made at SEN Support and its impact on the learner's progress e.g. Provision Map/IEP/MSP.
- Guidance for families is provided showing how they can offer support for learning and development at home.

The suggested provision will support effective teaching and learning for this group of learners. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They are designed to guide schools and should be delivered in accordance with the learner’s needs and agreed outcomes. All support arrangements should begin with listening to the needs and views of the learner and their family and follow advice from the Qualified Teacher of the Visually Impaired (QTVI).

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Environment		Red	Orange	Green	
Lighting in the classroom is optimal for the learner’s vision					
Arrange seating so the learner is sitting in a good position to use his/her equipment and to see visual information, taking account the level of vision in each eye					
Learner may need to sit near a power source if using ICT devices that need a power socket					
Learner may require a raised writing board to ease pressure and stress on the neck					
Provide dark/bold lined paper/books with wider spaced lines in bold					
Avoid shiny surfaces which may reflect light and make focusing difficult; ensure light is distributed on the visual task in equal amounts					
Tidy, well organised classroom with predictable layout					
Labelling around school and classroom in accessible font and size including hazards					
Painting steps and ramps in contrasting colour to make the step up and down more visible and also hazards such as low walls					
Provide helpful touch cues that can be used as tactile signs e.g. coat peg, own drawer/locker					
Personal Emergency Evacuation Plan in place					
Optimise whiteboard colours for the best contrast					
When starting in a new learning environment, time to familiarise the layout when it is quiet and empty					

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Other learners are taught how to keep the classroom and school environment safe and easy to move around e.g. tucking in chairs, not leaving bags around, fully opening/closing doors					
Staff aware of the time needed for learners to adjust when moving from a brightly lit area to dimly lit area or vice versa					
Allowing learner to be at the front of a line/queue					
Ensure learner's coat hook/locker is positioned for maximum ease of accessibility					
Staffing for targeted support					
Small group intervention (with advice from QTVI) e.g. fine/gross motor programmes					
Teaching skills to support curriculum access and use of assistive technologies e.g. touch typing					
Individualised support where needed to access curriculum to ensure academic progress					
Individualised support where needed to develop the learner's sense of touch, encouraging them to explore and tolerate textures and to become efficient touch readers e.g. pre braille skills programme					
Staff plan ahead and have time to prepare adapted resources					
Playground and lunchtime staff to be aware of the difficulties the learner may have playing/ socialising with others and be able to help the learner cope in this environment e.g., offering choice of activities, engineered social opportunities through buddy systems, offering support to mediate, facilitate and extend social interactions as appropriate, provide respite areas such as an indoor space, if appropriate.					
It is important that VI learners do not become over-dependent on specialist staff for social support, but that specialist staff enable/facilitate social interactions					
Targeted support may also include unstructured parts of the day e.g. start and end of school day, breaks, lunchtimes, clubs and trips out of school					
Support for pre-cane and cane training					

Plan

Review

Visual Impairment

Description of targeted provision for Learners at SEN Support

This should be in addition to Inclusive High-Quality Teaching

In Place

Impact of Targeted Support



NOTES

Questions to consider:
Which support needs to continue?
Is more time needed to see impact in some areas?
Is further assessment needed?

Curriculum Approaches and Strategies

The Curriculum Framework for Children and Young People with Vision Impairment (CFVI) will provide guidance for the QTVI and schools around the additional skills, pertinent to the learner, that may need to be incorporated into the learner’s curriculum.

Learner has own copy of appropriately enlarged or adapted work materials.

Advice from QTVI team will be able to specify size, font, colour of font, background, paper type, justification, spacing between letters/words/lines, illustrations, layout, contrast

As the learner becomes more independent, provide them with resources electronically so they are able to adapt them and produce them in their preferred formats using their own devices e.g. homework/revision resources

Learners can submit their written work electronically and where possible teachers can add marking comments electronically

Touch Typing programme in place

The timing and duration of learning activities is adjusted to the learner’s needs with regular breaks as needed

Checking that learner has experience of a concept before beginning work e.g. key features of an advertising poster

Pre/Post-teaching of subject specific aspects of the curriculum reinforce and consolidate learning

First hand multi-sensory experiences with real objects

Use of tactile pictures/diagrams/charts/graphs are taught and used to make concepts accessible

Lined paper with darker lines emboldened

Use of black fibre tipped pens on cream/white paper to maximise contrast where needed

Use of additional audio resources alongside visual materials

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Visual activity interspersed with a less visually demanding activity to avoid fatigue					
Unnecessary copying from the board is avoided					
Verbal explanations when demonstrating to the class					
Allow extra time to complete tasks					
Teacher reads out aloud as they write on the board					
Peer support and sensitive grouping/pairing is in place for a range of activities.					
Alternative methods of recording are in place and time to teach these skills is planned for					
Individualised rewards and motivators are used intrinsically as part of the interventions offered					
Personal timetable system					
Check learner's understanding regularly					
Adaptation of the physical curriculum					
Communication					
Avoid standing in front of windows where the speaker's face may be difficult to see					
Gain learner's attention before starting to speak					
Reiterate names of other learners					
Everyone in class addresses each other by their name first so it is clear who is talking to whom					
Supportive peer support/work buddies in lessons					
Ask learner specific questions in order to establish an accurate sense of what learners with low vision are seeing.					
Emotional wellbeing					
Provide opportunities for learners to gain the confidence and self-advocacy skills to express their concerns					

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Support to enable learner to understand their vision condition					
Enable peers to understand the challenges they experience and how to help. This may involve VI awareness training by the QTVI					
Support to develop the learner's social inclusion and relationship building which develops their confidence to ask to join in. Initially, 'play' opportunities may need to be proactively created					
Support and model to other learners how to involve a peer with a VI e.g. describing what they are doing, physically leading them to an activity					
Support older learners with creating 'scripts' for social situations to develop confidence.					
Support access to after school clubs					
Support learner's strengths and interests to develop their relationships with peers					
Equipment – Specialist equipment should be checked by the QTVI					
Access to auditory resources as applicable e.g. audio books					
Access to mobility aids where needed					
Laptops to improve visual access through enlarged text					
Access to screen reading software where needed					
Access to iPads and tablets e.g. to access text books, reading material, magnified calculators and linked to interactive whiteboards					
Access to sloping boards, adaptations to writing equipment					
Appropriate regular checks on specialist equipment by trained staff					
Electronic or manual Braille machine where needed					
Learner and Family Centred Approaches					
Use of a home school communication system so that school and families are aware of, can share current challenges and successes.					

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<p>Consideration is given to how parent/carer and learner views will be sought and shared effectively as well as ensuring family members are able to process all relevant information presented to them in a timely manner, particularly before planning and review meetings.</p>					
<p>Agreed consistency of approaches between home and school to support learning and development.</p>					
<p>Parents/carers are made aware of changes to school timetable so that they can help prepare their child at home.</p>					
<p>As appropriate to age and stage, support to develop learner's self-advocacy in order to support their growing understanding of their own strengths and needs and the aspirations and outcomes they are working towards.</p>					
<p>Signpost families to further guidance and support through the Local offer or National VI organisations/charities e.g. The Early Support Service and also to courses designed for parents/carers.</p>					

Additional areas to plan for

Access Arrangements

Access Arrangements are pre-examination adjustments based on evidence of the learner's need and their normal way of working.

Approved Access Arrangements and reasonable adjustments are in place for internal school tests, mock exams and external examinations. This may include modified or specially adapted materials.

Support for transcribing learner's work for marking/assessments.

Access Arrangements are planned for at the earliest opportunity to enable learners to be fully able to utilise these approaches as part of their 'normal way of working'.

Preparing for Transition

Planning meetings are arranged with the learner, their family along with key staff from the current and receiving setting/school/college. Where needed, create a transition plan detailing the support required to enable a successful transition. This may also involve specialist advice and guidance.

Preparing for Adulthood

This means preparing our learners for the next phase of **Education/Employability, Independence, Community Inclusion** and to be **Healthy**. Preparation for this can start from the earliest years. See the SENCo and Professional Information and Resources page of the Local Offer for further guidance including recommended outcomes to be planning for from Early Years to Post 19 across the four broad areas of need.

Support, appropriate to the learners age and stage, to enable them to develop an understanding of their needs and communicate them to others with growing awareness of the adjustments they need to successfully access, participate and achieve in lessons and school life.

Creative approaches are used to embed preparing for adulthood activities in the curriculum, everyday activities outside the classroom and where needed, through targeted provision.

A broad, experiential curriculum is offered to support the learner toward their next stage of education, employment or training which takes into account their strengths and interests enabling progression toward employment/adult education or community learning.

This may include alternative qualifications pathways.

Guidance: Staff Skills to support learners with a Visual Impairment

- Staff are aware of the impact visual impairment can have on progress across the curriculum, engagement in extra-curricular school and community life, independence, self-esteem and confidence.
- All staff should be aware that they have a duty to make reasonable adjustments for all learners with a VI.
- Staff know how to adapt teaching and resources to enable the learner with SEND in this area to access, participate and achieve in their lessons.
- Subject leaders and Heads of Department use monitoring activities to ensure learners with VI are fully accessing, participating and achieving in their subject area.
- Teachers make good use of NATSIP and RNIB new Curriculum Framework for Children and Young People with Vision Impairment (CFVI)

Do

Do

- All staff working with the learner are familiar with the individual support plan in place and work together with parents/carers to consistently implement agreed strategies and interventions according to the plan.
- The teacher remains responsible for all decisions relating to teaching and support with guidance from the SENCo/QTVI where needed.
- Where an intervention involves group or one-to-one teaching away from the main class or subject teacher, they retain responsibility for the learner.
- The class or subject teacher remains responsible for working with the learner on a daily basis, giving as much teaching attention to the learner as to any other.
- Teachers work closely with any teaching assistants or specialist staff involved, to keep under review the impact of support and interventions and how they can be linked to classroom teaching, making any necessary adjustments along the way.
- Teachers regularly monitor the progress the learner is making in relation to the targeted support they receive.



Review

Review

- Teacher(s), SENCo/QTVI, any specialists already involved, the learner, their family and key support staff are involved in the review of provision made at SEN Support and its impact on the learner's progress.
- Review meetings with families happen at least 3 times a year. A focus is always given to both attainment and progress from starting points.
- Outcomes of the review are recorded.
- Where there is a shared view that a learner continues to make little or no progress or where they continue to work at substantially low levels despite high quality teaching and evidence-based targeted SEN Support delivered by appropriately trained staff, outside agencies may be called upon.

Description of targeted provision for learners with complex needs, possibly requiring an EHCP

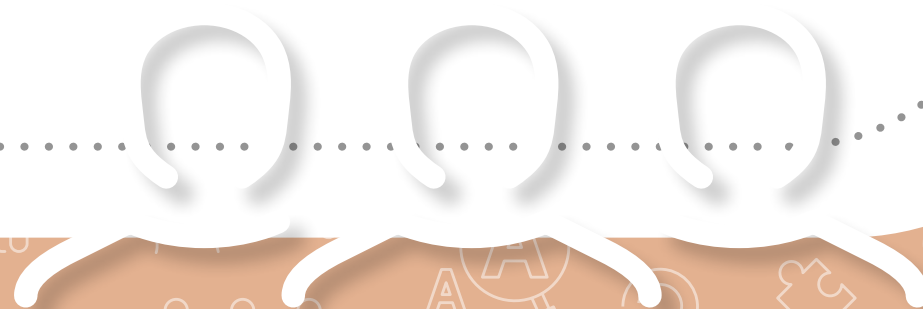
Learners will have needs related to their **visual impairment that severely affect their access to the curriculum and many aspects of school life**. The additional/different component will describe a **highly personalised** level of provision to meet the learner's needs, possibly across more than one broad area of need. This will utilise many elements of inclusive high-quality teaching and the additional and /or different provision outlined in the SEN Support section above at a **greater level of intensity and quantity in a highly personalised manner** tailored to the individual learner.

This may look like:

- A **highly personalised and developmentally appropriate curriculum** which takes account of the learner's strengths, is accessible and targeted to address the learner's current needs and promotes their independence and life skills.
- A **significant level of adult support** to adapt and deliver the curriculum.
- **Specialist techniques and resources** used by **well-trained, highly-attuned adults** to deliver the curriculum.
- Significant level of support may be required at **unstructured times of the day**.
- All support should follow advice from the **QTVI**.

This is not intended as a 'criteria' or 'threshold' to being able to request an

EHC Needs Assessment, rather it outlines a description of targeted provision for learners with complex needs who may require an EHCP that the LA will give consideration to at EHC Needs Assessment request, and subsequent decision to issue an EHCP.



Where a learner has an EHCP, what are our additional responsibilities within the Graduated Approach?

Following an EHCP being issued, the Graduated Approach's Assess, Plan, Do, Review cycle should continue to be a process of refining our understanding of the learner's needs and of reviewing how well the provision outlined in the plan is supporting progress toward the agreed outcomes as the learner grows and develops.

Utilising Person Centred Practices continues to be the best approach to gather, share information and plan and review provision.

In addition to the Assess, Plan, Do, Review actions outlined in the SEN Support section above, it will also be important to consider the following:

ASSESS

Outside agency involvement may continue to be sought as outlined in the EHCP or as required to support further analysis of SEND.

PLAN

Teacher(s) and SENCO should agree, in consultation with the learner and their parents/carers:

- The smaller-step targets towards meeting outcomes detailed in the EHCP e.g. these may be termly or half termly, depending on the learner.
- Preparing for Adulthood outcomes should be planned for.
- Records of progress are regularly updated.
- How and when the provision as outlined in Section F will be put in place over the week / term.
- How and when any therapeutic provision in Section G will be timetabled in.
- Liaison with social care teams as part of Section H provision.
- All key staff working with the learner know how to implement strategies and support, as outlined in the EHCP.

DO

All key staff working with the learner implement strategies and support, as outlined in the EHCP.

The teacher remains responsible for all pedagogical decisions relating to the direction of teaching and support even where a learner requires significant adult support to meet their needs.

The teacher gives as much teaching attention to the learner with an EHCP as to any other learner.

REVIEW

Teacher(s), SENCO, the learner, their family and key support staff should continue to be involved in the review of provision and its impact on the learner's progress on a termly basis and formally at the Annual Review if the learner has an EHCP.

The Annual Review of the EHCP must take place within 12 months of the issue of the final EHCP and then within 12 months of any previous review. Annual Reviews must focus on the learner's progress towards achieving the outcomes specified in the EHCP and consider whether these outcomes and supporting targets remain appropriate.

All reviews taking place from Year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning must be built into the EHCP.

Interim or emergency reviews can be held at any time.

Further Reading

Finding out about your child's eye condition - RNIB - See differently

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