

## Sensory and/or Physical Needs

### VISUAL IMPAIRMENT

<b>Universal Descriptor</b> <b>Wave 1</b>	<b>Identification and Assessment</b>	<b>Teaching and Learning Strategies, Resources and Physical Environment</b>	
<p>Schools are aware of a pupil with a past or present Visual Impairment for which treatment has been prescribed e.g. child with a common eye condition such patching or glasses prescribed</p> <p>Pupil presents with potential visual difficulty e.g. rubbing/watery eyes, blinking, squinting; need to sit close to the board, bumps into furniture or people</p> <p>Pupil appears to be making slow academic progress</p>	<ul style="list-style-type: none"> <li>• Class/subject teacher or key worker suspects child may have a visual difficulty</li> <li>• Class/subject teacher has discussion with SENDCo</li> <li>• Ask parents/carers if they have concerns</li> <li>• Advise to see Optician</li> </ul>	<p><b>Within private, voluntary, independent and child-minder settings (PVICs)</b>, the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p><b>Quality First Teaching</b> with a specific consideration for children with visual impairment needs. The class/subject teacher is accountable for the progress of the pupil within the mainstream class.</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> <li>• Flexible grouping arrangements</li> <li>• Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources</li> <li>• Differentiated questioning and targeted simplified level/pace/amount of teacher talk</li> <li>• Use of visual, auditory and kinaesthetic approaches</li> <li>• Awareness that a pupil may need more time to complete tasks and that equality of access may mean that they need to do some things differently</li> <li>• Routine feedback to pupils</li> </ul> <p><b>Environmental considerations</b> need to be put in place to meet the needs of all pupils, e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A <b>monitoring system</b> should be in place to assess pupils' needs, plan to meet them, identify outcomes, implement, support and monitor and evaluate progress</p>	<p><b>Be aware of:</b></p> <ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Organisation of the Classroom</li> <li>• Strategies for distance vision loss</li> <li>• Equipment and Resources</li> </ul> <p><b>Be aware of the impact of a visual difficulty of:</b></p> <ul style="list-style-type: none"> <li>• Hand-eye coordination</li> <li>• Fine motor skills</li> <li>• Impact on early reading, writing and maths concepts</li> <li>• Moving around the school environment</li> <li>• PE</li> <li>• Self-esteem and confidence</li> <li>• Behaviour</li> <li>• Social interaction</li> </ul> <p><b>Available Leaflets:</b> Including Visually Impaired Children –</p> <p><i>Guidance for Primary Teachers</i></p> <p><i>Wearing glasses/patching</i></p> <p><i>Visual Impairment Team Phase 2</i></p> <p><i>Common Eye Conditions</i></p>

School need to be aware of common eye conditions

- School staff manage e.g. patching/ the wearing of glasses
- Liaison with families and associated services e.g. eye clinic/ optician

Identify any specific **training needs** for staff

**Desirable:** Awareness training for all schools/settings

**Transitions:** thorough and timely preparations made for transition, both between year groups and between settings

**Available Leaflet:**

*Visual Impairment Team Phase 1*

<b>Targeted Descriptor</b> <b>Wave 2</b>	<b>Identification and Assessment</b>	<b>Teaching and Learning Strategies, Resources and Physical Environment</b>	
<p><b>Open referral policy</b></p> <p>A visual impairment is suspected or diagnosed</p> <p>The wearing of glasses does not fully correct a Visual Impairment</p>	<p>Indicators and observations suggest the existence of a Visual Impairment to school</p> <p>Information and evidence is collected</p> <p><b>or</b></p> <p>Family informs school/setting that child has a Visual Impairment which cannot be fully corrected</p> <p><b>or</b></p> <p>A diagnosis is made by medical services and the Visual Impairment Team (VIT) is asked for support, resulting in VIT assessment of functional vision in school/setting</p> <p>*Multi-sensory impairment referrals can be made to either the Visual Impairment Team or the Hearing Impairment Team</p> <p><b>Risk Assessments</b></p> <p><b>Access Plan</b></p>	<p><b>Quality First Teaching</b> with a specific consideration for children with visual impairment needs. The class/subject teacher is accountable for the progress of the pupil within the mainstream class</p> <ul style="list-style-type: none"> <li>• Visual Impairment Team report outlining specific recommendations including teaching and learning and training. This may lead to (Wave 3) on-going support from VI Team</li> <li>• Specific advice on equipment</li> <li>• Environmental consideration</li> <li>• Classroom management and curriculum adaption – general</li> <li>• Consideration should be made of extended learning environment, including out of school clubs and visits</li> </ul> <p>Identify any <b>specific training</b> needs for staff</p> <p><b>Transitions:</b> thorough and timely preparations made for transition, both between year groups and between settings. This might include Pupil Passports.</p> <p><b>Available Leaflet:</b></p> <p><i>Visual Impairment Team Phase 2</i></p>	<p><b>Monitor and discuss</b> with child, parent/carer and staff re accessing curriculum, as well as the social and emotional aspects of school life</p> <p><b>Link with Visual Impairment Team</b> and awareness of VI team role. This may include provision of some modified materials</p> <p>Pupil may require <b>Habilitation Assessment</b></p> <p>Pupil may require <b>short-term interventions</b> from Visual Impairment Team</p> <p><b>Consultation with other services:</b></p> <ul style="list-style-type: none"> <li>• Learning Support Service</li> <li>• Educational Psychology Service</li> <li>• Occupational Therapy Service</li> </ul> <p><b>Available Leaflet:</b></p> <p><i>Visual Impairment Team Phase 3</i></p>

<b>Bespoke Descriptor</b> <b>Wave 3</b>	<b>Identification and Assessment</b>	<b>Teaching and Learning Strategies, Resources and Physical Environment</b>	
<p>Pupils with an identified and significant visual impairment</p> <p>Many of the children in this wave have been known to the VI Team since diagnosis, which could be from birth</p> <p>A high level of partnership work with families, settings, VI Team / School / Other professionals</p>	<p>Targeted Wave 2 provision would not be sufficient to meet needs</p> <p>The child requires more than monitoring of vision function</p> <p>The pupil requires clinical, medical and assessment diagnosis</p> <p>On-going functional visual assessment from the Visual Impairment Team resulting in meeting the criteria for packages of support offered from the Visual Impairment Team</p> <p><b>Available Leaflet:</b></p> <p><i>Visual Impairment Team Phase 4</i></p>	<p>A <b>specific learning package</b> is delivered by the Visual Impairment Team in partnership with school/setting</p> <p><b>Teaching strategies</b> designed to lead to specific outcomes for individual pupils with a visual impairment</p> <p>Identify any <b>specific training</b> needs for staff</p> <p>Transitions: thorough and timely preparations made for transition, both between year groups and between settings</p> <p><u>For further information:</u>  Contact the VI Team  <a href="mailto:Kathy.Esberger@rotherham.gov.uk">Kathy.Esberger@rotherham.gov.uk</a></p> <p><b>Available Leaflet:</b></p> <p><i>Support Levels 4a-6 Resource Provision</i></p>	<p>Visual Impairment Team support package delivered as part of the graduated response and if appropriate incorporated into an Education, Health and Care Plan</p> <p>Modified Large Print/ Braille/Moon resource  ICT (Specialist Equipment)  Habilitation Training  Low Vision Aids</p> <p><b>MSI – Multi Sensory Impairment needs - contact HI/VI Teams</b></p>