



City of
Stoke-on-Trent

Stoke-on-Trent City Council

The Visual Impairment guidance

Guidance for pupils with Visual Impairments

Range	Descriptor	Planning	Pupil Groups	Staffing	Differentiation	Resources
1	<p>Mild visual impairment.</p> <p>Pupil may find concentration difficult.</p> <p>Pupil may peer or screw eyes up.</p> <p>Distance vision of approximately 6/18. This means that the pupil needs to be about 2 metres away to see what fully sighted pupils can see from 6 metres. Can probably see details on a whiteboard from the front of a classroom, as well as others can see from the back of the room.</p> <p>Near vision: likely to have difficulty reading print sizes smaller than 14 point or equivalent sized details in pictures.</p>	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil may be experiencing learning difficulties, and provide support to enable teachers to plan appropriate.</p> <p>The school must monitor pupil progress in this respect.</p> <p>Initial visual assessment, including visit and report.</p> <p>The report written by a QTVI will be shared with all stakeholders, and will include information as outlined in the universal offer.</p> <p>Support in line with NatSIP Bands C3—C2: typically with visits from a QTVI by request, annually or twice yearly (1 or 2 visits per academic year).</p>	<p>Full inclusion within the Mainstream class.</p> <p>Attention to seating positions in the classrooms.</p>	<p>Additional adults are deployed appropriately to increase pupils success and independence.</p> <p>Initial contact with family at point of referral/assessment.</p>	<p>Quality First Teaching.</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation.</p> <p>ICT is used to increase access to the curriculum, where appropriate.</p>	<p>Resources made available from within school.</p> <p>Learning materials must be selected for their clarity.</p> <p>Information relating to a range of resources and agencies.</p>

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2	<p>Moderate visual impairment.</p> <p>Pupils may find concentration difficult.</p> <p>Pupils may peer or screw up eyes.</p> <p>Pupils may move closer when looking at books or notice boards.</p> <p>Pupil may make frequent “copying mistakes”</p> <p>Distance vision: approximately 6/24. This means that the pupil needs to be about 1.5 metres away to see what normally sighted pupils can see from 6 metres. May not be able to see details on a white board from the front of the classroom as well as others can see from the back.</p> <p>Near vision: likely to have difficulty reading print sizes smaller than 18 point or equivalent sized details in pictures</p>	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil may be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately.</p> <p>The school must monitor pupils progress in this respect.</p> <p>Initial visual assessment, including visit report.</p> <p>The report written by a QTVI will be shared with all stake holders, and will include information as outlined in the universal offer.</p> <p>Support in line with NatSIP Bands C1— B2: typically visits from a QTVI in the range twice termly to termly (3—6 visits per academic year).</p>	<p>Full inclusion within the Mainstream class.</p> <p>Attention to seating position in classroom.</p>	<p>Additional adults are deployed appropriately to increased pupil success and independence.</p> <p>Initial contact with family at point of referral/ assessment.</p>	<p>Quality First Teaching.</p> <p>Full inclusion within the mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social/ emotional development and class participation.</p> <p>School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. Eg. Oral descriptions of visual materials.</p> <p>ICT is used to increase access to the curriculum where appropriate.</p>	<p>Resources made available within the school.</p> <p>Learning materials must be selected for their clarity.</p> <p>Equipment including a sloping desk or a book stand may be needed large and/ or adapted print materials provided by school as needed.</p> <p>Information relating to a range of resources and agencies.</p>

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3a	<p>Moderate to severe visual impairment. Pupil may find concentration difficult. Pupil may peer of screw up eyes.</p> <p>Pupil may move closer when looking at books or notice boards.</p> <p>Pupil may make frequent copying mistakes. Pupil may have poor hand-eye coordination. Pupil may have a slow work rate.</p> <p>Pupils may also have cerebral visual impairment (CVI) - these pupils may have normal or near normal visual acuities but will display moderate to significant visual processing difficulties.</p> <p>Distance vision: approximately 6/36. This means that the pupil needs to be about 1 metre away to see what normally sighted pupils can see from 6 meters.</p> <p>May not be able to see details on a white board without approaching to within 1 metre from it.</p> <p>Near vision: likely to have difficulty reading print sizes smaller than 24 point.</p>	<p>The school must make report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil may be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately.</p> <p>Planning must be based on current visual performance and prognosis of possible changes.</p> <p>The school must monitor pupil progress in this respect.</p> <p>Individual visual assessment, including visit and report.</p> <p>The report written by a QTVI will be shared with all stakeholders, and will include information as outlined in the Universal offer, including strategies and training to support CVI, where appropriate.</p> <p>Support in line with NatSIP Bands B2—B1: typically visits from the QTVI in the range twice termly to monthly (6 to 10 per academic year).</p>	<p>Full inclusion within the Mainstream class.</p> <p>Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate.</p> <p>Attention to seating in classroom.</p>	<p>Additional adults are deployed appropriately to increase pupil success and independence.</p> <p>Initial contact with family at point of referral/ assessment.</p>	<p>Quality First Teaching.</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social/ emotional development and class participation.</p> <p>School staff make adaptations to curriculum delivery to facilitate access. E.g. attention to speed of lesson delivery and speed of working with VI pupil.</p> <p>ICT is use to increase access to the curriculum, where appropriate.</p>	<p>Resources made available from within school.</p> <p>Learning materials must be selected for their clarity.</p> <p>Equipment, including laptop as appropriate to meet assessed needs.</p> <p>Large and/or adapted print materials provided by school as needed.</p> <p>Information relating to a range of resources and agencies.</p> <p>QTVI to refer to Low Vision Device (LVD) clinic.</p>

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3b	<p>Cerebral Visual Impairment (CVI). Range 3 will be those pupils in main- stream with CVI who are experiencing mild, moderate or severe difficulties arising from CVI.</p> <p>The pupil will typically have good acuities when tested in familiar situations but this will vary throughout the day. A key feature of CVI is that vision varies from hour to hour with the pupil's well-being.</p> <p>All pupils with the CVI will have a different set of difficulties which means thorough assessment is a key aspect. The pupil may have difficulties associated with visual processing, Difficulties can include being unable to recognise faces, being unable to see stationary objects, being unable to see moving objects. This is not an extensive list and difficulties may be mild, moderate or severe. The recommended response from the QTVI will be personalised following assessment as cerebral visual impairment can be unique to the individual.</p> <p>The school must make the report available to all appropriate staff.</p> <p>The report written by a QTVI will be shared with all stakeholders, and will include information as outlined in the universal offer.</p> <p>The school must monitor pupil progress in this respect.</p> <p>Planning based on previous visual performance and/ or prognosis of possible changes.</p> <p>The school will make a referral for assessment of SEN; and monitor via annual reviews.</p> <p>Initial visual assessment, including: observations, discussions with parents and teacher and pupil, explanation of CVI and its implications for the pupil.</p> <p>This assessment can take a considerable amount of time as observations need to be made in a number of situations</p> <p>The recommended response from the QTVI will be personalised following assessment as cerebral visual impairment can be unique to the individual.</p> <p>The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately.</p>	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately.</p> <p>The school must monitor pupil progress in this respect.</p> <p>Planning based on previous visual performance and/ or prognosis of possible changes.</p> <p>The school will make a referral for Assessment of SEN; and monitor via annual reviews.</p> <p>Individual visual assessment, including:</p> <p>Observations, discussions with parents and teachers of the pupil.</p> <p>Explanation of CVI and its implications for the pupil.</p> <p>This assessment can take a considerable amount of time as observations need to be made in a number of situations at different times of the day due to variability and inconsistency of vision.</p> <p>The recommended response from the QTVI will be personalised following assessment as cerebral visual impairment can be unique to the individual.</p> <p>The report written by a QTVI will be shared with all stakeholders, and will include information as outlined in the Universal offer.</p>	<p>Mainstream class, Individual and group work, as appropriate, to meet curriculum access and safety needs, for individual skills teaching, and to facilitate inclusion and access.</p>	<p>Additional support from a TA in class, and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety.</p> <p>This will depend on the outcome of assessment. It may include:</p> <p>mobility and independence skills</p> <p>ICT and low vision aid skills training , training and written advice for staff, including external assessment and exams.</p> <p>Specific training on the nature of CVI and implications for learning.</p> <p>Any combination of difficulties will have a major impact on the pupil's ability to access the curriculum without input from a QTVI they may be unable to reach their full potential and may need some level of support from the VI team.</p>	<p>Quality first teaching.</p> <p>Full inclusion within the mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social/ emotional development and class participation.</p> <p>School staff made substantial adaptations to curriculum delivery and materials to facilitate access for a child with CVI.</p> <p>ICT is used to increase access to the curriculum, where appropriate significant modifications of learning materials and curriculum delivery to facilitate learning and inclusion.</p> <p>This will depend on the outcome of the assessment. It may include:</p> <p>Mobility and independence skills training,</p> <p>ICT and low vision aid skills training.</p> <p>Training and written advice for staff including external assessments and exams.</p> <p>Specific training on the nature of CVI and implications for learning.</p> <p>Any combination of difficulties will have a major impact on the pupil's ability to access the curriculum. Without input from a QTVI they may be unable to reach their full potential and may need some level of support from the VI team.</p>	<p>Low vision aids, electronic magnification, laptop with software as appropriate to meet assessed needs.</p> <p>Large print and differentiated materials to meet assessed needs.</p>

<p>4</p>	<p>Severe visual impairment. Pupils likely to be registered as partly sighted or blind but still learning by sighted means. Distance vision: 6/36 or 6/60 or worse. This means that the pupil can see at 6m what a fully sighted person could see from 60m. It represents a difficulty identifying any distance information, people or objects. This pupil would be unable to work from a white board in the classroom without human/ technical support. Near vision: likely to have difficulty reading any print smaller than 24 point. Print sizes may be in a range from 24-36, and will require significant differentiation and modification.</p>	<p>The school must make the report available to all appropriate staff. The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately. The school must monitor pupil progress in this respect. Planning based on previous visual performance and/ or prognosis of possible changes. The school will make a referral for an EHC needs assessment. Initial visuals assessments, including visits, report writing and admin time— up to 8 hours. Support in line with NatSIP Bands B1— A3: typically visits from a QTVI in the range monthly to fortnightly (10 –20 visits per academic year). Support from a VI Specialist Practitioner working under the direction of a QTVI to provide initial advice and input e.g. modelling support strategies. The report written by a QTVI will be shared with all stakeholders, and will include information as outlined in the Universal offer. On-going assessment, teaching, advice, support and monitoring from a QTVI, to work with the pupil, their family and with school staff.</p>	<p>Mainstream class Individualised and group work, as appropriate, to meet curriculum access and safety needs, or all individual skills teaching, and to facilitate inclusion and access.</p>	<p>Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety. Input from a QTVI to work with the pupil and with school staff as above. Specialist Practitioner to adapt and prepare materials.</p>	<p>Quality first teaching. Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social/ emotional development and class participation. School staff make substantial adaptations to curriculum delivery and materials to facilitate access for a severely visually impaired pupil. School staff provide modifications/ differentiation of learning materials to facilitate access. E.g. attention to the speed of lessons delivery and speed of working of VI pupil. ICT is used to increase access to the curriculum , where appropriate Significant modification of learning materials and curriculum delivery to facilitate learning and inclusion. Mobility and independence skills training. ICT and low vision aid skills training.</p>	<p>Electronic magnification, laptop with software as appropriate meet assessed needs. Large print and differentiated materials to meet assessed needs. As outlined in the initial report.</p>
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5a	<p>Profound: Primarily a print user. Usually pupils who have suffered a late onset visual impairment, or where their vision has deteriorated rapidly, or where there is a strong parental preference for continuing with print or a physical reason braille is not appropriate. (e.g. loss of sensitivity in fingers)</p> <p>Some pupils may also be continuing to use print larger than N36. Some pupils will be making the transition from print to braille.</p> <p>These pupils will have useful vision limited learning by sighted means. Acuity will be less than 6/120.</p>	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil will be experiencing severe visually related learning difficulties, and provide support to enable teachers to plan appropriately. Schools must take account of prognosis of possible change.</p> <p>The school must monitor pupil progress in this respect.</p> <p>The school will make a referral for Assessment of SEN; and monitor via Annual Reviews.</p> <p>The school will make a referral for Assessment of SEN; and monitor via Annual Reviews.</p> <p>Initial visual assessment, including visits, report writing and admin time—up to 8 hours.</p> <p>The report written by a QTVI will be shared with all stakeholders, and will include information as outlined in the Universal offer.</p> <p>On-going assessment, teaching, advice, support and monitoring from QTVI, to work with the pupil, their family and with school staff.</p> <p>Support in line with NatSIP Brands A2— A1: typically visits from a QTVI at least weekly (38 visits per academic year.)</p>	<p>Mainstream class.</p> <p>Individual and group work, as appropriate, to meet curriculum access and safety needs, for individual skills teaching, and to facilitate inclusion and access.</p> <p>Individual 1:1 for independence skills and mobility teaching, as appropriate.</p>	<p>Additional support from a TA in class, and around school, as indicated by assessment to facilitate inclusive and independent learning.</p> <p>Provide in class support</p> <p>Prepare specialist/ tactile resources.</p> <p>Follow up habitation training to ensure safety.</p> <p>Input from a QTVI to work with the pupil and with school staff, and to facilitate contact with parents, as above.</p> <p>Specialist Practitioner to adapt and prepare written and tactile resources.</p> <p>Training and written advice for staff.</p> <p>Support from specialist practitioners according to need.</p>	<p>Quality First Teaching</p> <p>Full inclusion within the mainstream curriculum made accessible for an educationally blind pupil.</p> <p>Presentation of learning materials in alternative formats, including tactile diagrams, audio/ speech.</p> <p>Teaching methods based on experimental and tactile learning with a strong verbal emphasis, and which facilitate access to the curriculum and class participation.</p> <p>Skills teaching as appropriate: cognitive, language, social/ emotional, tactile, mobility, independence, careers.</p> <p>Braille and tactile skills teaching by QTVI and/ or Specialist Practitioner, as required.</p> <p>Independence skills training.</p> <p>ICT and low vision aid skills training, as required.</p> <p>Provision of social. Emotional programmes, as required.</p>	<p>Electronic magnification, laptop with software as appropriate to meet assessed needs.</p> <p>Large print and differentiated materials to meet assessed needs.</p> <p>Electronic braille/ note taker and/ or laptop with speech software/ iPad.</p> <p>Miscellaneous equipment to support a severely sight impaired learner, as outlined in the initial report.</p>

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5b	<p>Usually pupils who are born with severe visual impairment, who are identified early on as being tactile learners.</p> <p>Pupils who may be new to the country, with severe visual impairment.</p> <p>These pupils will usually be registered blind and learning by tactile methods; they will have little or no useful vision, and very limited or no learning by sighted needs.</p> <p>The school must work in partnership to facilitate assessment and planning across the curriculum.</p> <p>The school must ensure that all staff are aware that the pupil will be experiencing severe visually related learning difficulties, and provide support to enable teachers to plan appropriately.</p> <p>Opportunities should be in place for regular reviews of planning.</p> <p>The school must monitor pupil progress in this respect.</p> <p>The school will monitor progress via Annual Reviews.</p> <p>Initial visual assessment, including visits, report writing and admin time—up to 8 hours.</p> <p>The report written by a QTVI will be shared with all stakeholders, and will include information as outlined in the universal offer.</p> <p>On-going assessment, teaching, advice, support, and monitoring from a QTVI, and from a specialist support assistant to work with the pupil, their family and with school staff.</p> <p>Support in line with NatSIP Bands A2— A1: typically visits from a QTVI at least weekly.</p>	<p>The school must work in partnership to facilitate assessment and planning across the curriculum.</p> <p>The school must ensure that all staff are aware that the pupil will be experiencing severe visually related learning difficulties, and provide support to enable teachers to plan appropriately.</p> <p>Opportunities should be in place for regular reviews of planning.</p> <p>The school must monitor pupil progress in this respect.</p> <p>The school will monitor progress via Annual Reviews.</p> <p>Initial visual assessment, including visits, report writing and admin time—up to 8 hours.</p> <p>The report written by a QTVI will be shared with all stakeholders, and will include information as outlined in the universal offer.</p> <p>On-going assessment, teaching, advice, support, and monitoring from a QTVI, and from a specialist support assistant to work with the pupil, their family and with school staff.</p> <p>Support in line with NatSIP Bands A2— A1: typically visits from a QTVI at least weekly.</p>	<p>Inclusion in mainstream classes, with opportunities for individual and group work to meet curriculum and safety needs and to facilitate inclusion and access.</p> <p>Individual or small group to deliver; the specific VI curriculum interventions based around tactile literacy, numeracy, and ICT.</p>	<p>VI are on roll of school, and have access to the whole school community.</p> <p>Whole school staff to attend regular training opportunities for mainstream school staff.</p> <p>Daily skills teaching from QTVI to include;</p> <p>Pre-braille and braille skills.</p> <p>Specialist teaching including tactile skills.</p> <p>Specialist teaching approaches to individual subjects where required.</p> <p>Access to staff to prepare modified resources, and provide training on ICT equipment.</p> <p>Programme of work from QTVI around mobility training ; frequency based on assessed need.</p> <p>Whole school training opportunities for mainstream school staff.</p> <p>Provide additional support for parents.</p>	<p>Quality first teaching.</p> <p>Full inclusion within the mainstream curriculum made accessible for educationally blind pupils.</p> <p>All school staff must be responsible for providing lesson and curriculum content ahead of the lesson, so it can be produced in an alternative format by the VI team.</p> <p>Teaching methods based on experimental and tactile learning with a strong verbal emphasis.</p> <p>Inclusive opportunities to mix with both sighted and non-sighted peers.</p> <p>Full inclusion within the mainstream curriculum made accessible for educationally blind pupils.</p> <p>Presentation of learning materials in alternative formats, including braille, tactile diagrams, audio/speech.</p> <p>Individual teaching of skills as appropriate for an educationally blind child: cognitive, language, social/emotional, tactile, mobility, independence, careers.</p> <p>Withdrawal from mainstream curriculum, where appropriate, to enable specialist ICT teaching, and intervention on subject basis where required.</p>	<p>Day to day ICT for the pupil and for staff to produce Braille and other tactile resources.</p> <p>Braille and other tactile learning materials.</p> <p>Full suite of ICT for other pupils and staff to produce Braille and other tactile resources.</p> <p>Range of ICT e.g. talking calculator, talking scales ect.</p> <p>Braille and other tactile learning materials; learning packs, library of tactile books ect.</p> <p>Range of tactile learning equipment for maths and science.</p> <p>Perkins brailier, electronic brailier/ note taker and/ or laptop with speech software for each pupil.</p> <p>Miscellaneous equipment to support non-sighted learners.</p>