

### 3. RECORD SHEETS

#### 3.1 CYP with HI/VI

Name of CYP: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ HI/VI

Date:	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
<b>TOTAL SCORE</b>	
<b>CATEGORY</b>	

Date:	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
<b>TOTAL SCORE</b>	
<b>CATEGORY</b>	

Date:	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
<b>TOTAL SCORE</b>	
<b>CATEGORY</b>	

#### SERVICE SUPPORT ALLOCATION MATRIX

Total Score Range	Support Category	Support Allocation

Comment for matrix adjustment (in cases where other factors not included in the Eligibility Criteria need to be taken into account):

## 2. ELIGIBILITY CRITERIA FOR SCORING SUPPORT LEVELS

### 2.2 Visually Impaired

(N.B. If none of the criteria apply within a section/subsection, score 0 for that section/subsection on the Record Sheet)

1. Degree of visual impairment		
CRITERIA		SCORE
a.	Monocular/Mild/Fluctuating VI (with reasonable vision for a considerable amount of time)	4
b.	Moderate VI/Functional moderate loss due to cerebral VI	8
c.	Severe VI/Functional severe loss due to cerebral VI	12
d.	Profound VI/ Profound loss due to cerebral VI	15

2. Additional factors relating to visual impairment		
CRITERIA		SCORE
a.	Late diagnosis of permanent VI – period from presumed onset: 6 mths - 2 yrs	2
	Over 2 yrs	5
b.	Continuing assessment of VI required e.g. fluctuating condition, deteriorating/degenerative progressive loss	5
c.	Recently acquired permanent VI (within last 12 months)	5

3. Impact of visual impairment on functional ability (language and communication skills including Braille learning)		
CRITERIA		SCORE
a.	Compensatory strategies well developed and student requires minimal intervention to support optimum visual functioning	2
b.	Functional vision needs targeted support by specialist teacher in order to access the curriculum. Compensatory strategies require targeted intervention to improve visual functioning	8
c.	Functional vision needs high level of targeted support by specialist teacher at individual pupil level to establish and develop skills for learning. Compensatory strategies require high level of intervention to enable visual functioning or non-sighted learning	14

4. Development of mobility skills		
CRITERIA		SCORE
a.	CYP requires assessment and advice by Paediatric Mobility Officer/Paediatric Mobility Educator qualified to work with CYP	2
b.	CYP requires short term programme delivered by Paediatric Mobility Officer/Paediatric Mobility Educator	4
c.	CYP has developmental mobility issues or balance/co-ordination issues affecting independent mobility, requiring support from Paediatric Mobility Officer/Paediatric Mobility Educator and liaison with an Occupational Therapist or Physiotherapist	6
d.	CYP requires long term programme delivered and maintained by Paediatric Mobility Officer/ Paediatric Mobility Educator	8

5.1 Training requirement		
CRITERIA		SCORE
a.	Qualified Teacher of the VI available within educational placement	2
b.	Key staff/parents/carers have knowledge and understanding of the impact of VI	4
c.	Key staff/parents/carers require additional or continuing training on VI	6
d.	Key staff/parents/carers new to VI	8
e.	Key staff need tuition in Braille /use of specialist equipment	10

## 2.2 Visually Impaired *continued*

<b>5.2 Additional training requirement relating to change of placement</b>		
<b>CRITERIA</b>		<b>SCORE</b>
<b>a.</b>	Low contribution required	<b>3</b>
<b>b.</b>	Moderate contribution required	<b>5</b>
<b>c.</b>	High contribution required	<b>10</b>

<b>6. Support for effective use of specialist equipment by child/young person (may include CCTVs, LVAs, Braille, tactile and speech access)</b>		
<b>CRITERIA</b>		<b>SCORE</b>
<b>a.</b>	Low level of support including short term programme	<b>2</b>
<b>b.</b>	Moderate level of support including short term programme and some regular monitoring	<b>4</b>
<b>c.</b>	New user of equipment requiring longer term programme and refresher programmes	<b>6</b>
<b>d.</b>	High level of support including Braille equipment	<b>8</b>

<b>7. Physical learning environment</b>		
<b>CRITERIA</b>		<b>SCORE</b>
<b>a.</b>	Contained learning environment which supports inclusive learning for the VI pupil and which will include reasonable adjustments in relation to acoustics, lighting, carpets and blinds and minimal reflections off surfaces	<b>2</b>
<b>b.</b>	Contained learning environment which supports aspects of inclusive learning for the VI pupil and which will include some reasonable adjustments in relation to acoustics, lighting and visual contrast	<b>5</b>
<b>c.</b>	Learning environment which needs considerable improvement (e.g. highly reverberant, high level of noise-interference, inconsistent room layout, inappropriate lighting, physical hazards)	<b>8</b>

<b>8. Impact of visual impairment on personal/social learning needs</b>		
<b>CRITERIA</b>		<b>SCORE</b>
<b>a.</b>	Short term specialist intervention to develop personal/social learning skills	<b>2</b>
<b>b.</b>	Long term specialist intervention required to develop personal/social learning skills	<b>4</b>
<b>c.</b>	Intensive and significant specialist intervention required because visual impairment severely inhibits motivation, attention and interaction and relationship with others	<b>6</b>

<b>9. Additional factors relating to family support</b>		
<b>CRITERIA</b>		<b>SCORE</b>
<b>a.</b>	Family requires a low level of additional support	<b>2</b>
<b>b.</b>	Family requires a moderate level of support	<b>4</b>
<b>c.</b>	Family requires a high level of support	<b>6</b>

<b>10. Multi-agency liaison/role</b>		
<b>CRITERIA</b>		<b>SCORE</b>
<b>a.</b>	Teacher of the VI contributes to multi-agency working for CYP	<b>2</b>
<b>b.</b>	Teacher of the VI contributes to multi-agency working for CYP with complex needs	<b>4</b>
<b>c.</b>	Teacher of the VI is lead professional identified for school-aged CYP	<b>6</b>
<b>d.</b>	Teacher of the VI is lead professional for early years child or lead support worker for nursery/school aged CYP with high level of liaison and joint working with other professionals	<b>8</b>
<b>e.</b>	Teacher of the VI is lead professional for CYP with complex needs requiring a high level of liaison and joint working with other professionals	<b>10</b>