



**VISION IMPAIRMENT
SPECIFIC INDEPENDENCE OUTCOMES**

APRIL 2014

ACKNOWLEDGEMENTS

Thanks go to all the members of the NatSIP Working Group who contributed to the development of the framework and in particular to the following who piloted the final draft:

Name	LA VI Service
Jennifer Bosworth	Norfolk
Sue Collins	Telford
John Milligan	Norfolk
Judy Sanderson	Surrey
Peter Abbotts	Surrey
Joyce Vousden	Dorset
Catherine White	Leeds

The contribution from Fiona Broadley, Chair of Mobility and Independence Specialists in Education (MISE), on age appropriate mobility and independence skills for children and young people with vision impairment, that from Suzanne Wilkins (Kent) on shortcut keys and the comments from Heads of Services in the Yorkshire and Humberside Region were also gratefully received in the preparation of the final version of the framework of Vision Impairment Specific Independence Outcomes.

TABLE OF CONTENTS

	Page
INTRODUCTION	4
Purpose	4
Specific Independence Outcomes	4
Defining the population	4
SECTION 1: KEYBOARDING AND BRAILLE	6
Keyboarding	6
Braille	14
Standardised Data Collection Forms/Reports: Shortcut Keys Y6 & Y11	15
SECTION 2: MANAGING SUPPORT NEEDS	16
Independence in managing own support needs	16
Standardised Data Collection Form/Report: Managing Support Needs	18
SECTION 3: INDEPENDENT TRAVEL AND LIVING SKILLS	19
Independent travel skills	19
Standardised Data Collection Forms/Reports: Independent Travel Skills Y6 & Y11	21
Independent Living Skills	22
Standardised Data Collection Forms/Reports: Independent living skills Y6 & Y11	24

INTRODUCTION

Purpose

The framework of Vision Impairment (VI) Specific Independence Outcomes has been prepared for local authority VI Services as an optional means of benchmarking their work with children and young people (C&YP) with VI to demonstrate pupil progress made in specific areas of independence.

Specific Independence Outcomes

The outcome measures cover:

Section	Outcome Measures
1	Achievements in keyboarding and Braille at the end of KS2 and KS4
2	Achievements in managing support needs at the end of KS2 and KS4
3	Achievements in independent travel and living skills at the end of KS2 and KS4

NB As the numbers of pupils with VI in the cohorts are likely to be very low, Services may prefer to express the outcome measures as a fraction rather than as a percentage as shown in the tables e.g. 2/3 (2 out of 3) pupils rather than 67%

Defining the population

To obtain reliable benchmarking data it is important that the VI population data is clearly defined. In relation to the Specific Independence Outcomes, C&YP with VI must have an impairment which is at least mild in degree. The classification of VI in the NatSIP Eligibility Criteria (Revised 2012) document has been adopted:

Classification of VI	
Mild	Best corrected vision: within the range 6/12 – 6/18 Snellen/Kay (LogMAR 0.3 – 0.48)
Moderate	Best corrected vision: less than 6/18 – 6/36 Snellen/Kay (LogMAR 0.5 – 0.78)
Severe	Best corrected vision: less than 6/36 – 6/60 Snellen/Kay (LogMAR 0.8 – 1.00)
Profound	Best corrected vision: less than 6/60 Snellen/Kay (LogMAR 1.02)

C&YP with monocular vision who have normal vision (corrected as appropriate) in the unaffected eye are not included.

A number of the outcomes measures refer specifically to Braille users. The **criterion for Braille users** is that the C&YP identified use Braille to access the majority of their reading materials and as the main means of recording their work. Decisions about those who use a mixture of large print and Braille will be dependent on the method they use for the majority of the time.

As in NatSIP's annual Outcomes Benchmarking exercise, C&YP may have **additional special educational needs** but those with severe learning difficulties (i.e. IQ<55) or profound and multiple learning difficulties (SLD/PMLD) are not included. C&YP with SLD/PMLD will typically attend special schools for those with the most severe and complex needs

SECTION 1: KEYBOARDING AND BRAILLE

The following outcome measures relate to the achievements of CYP with VI on a range of specialist assessments in keyboarding and Braille at the end of KS2 and KS4. Suggested Standardised Data Collection Forms/Reports for Shortcut Keys that a competent Y6 touch-typist and a competent Y11 touch-typist would be expected to use are presented at the end of this section.

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Keyboarding	No. in cohort (N)	Score (S)	Calculation		
1.1	% of C&YP with Mild VI at Y6 receiving tuition achieving 25 wpm with 90% accuracy	No. of C&YP with Mild VI at Y6 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Mild VI in the cohort achieving 25 wpm with 90% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.2	% of C&YP with Moderate VI at Y6 receiving tuition achieving 25 wpm with 90% accuracy	No. of C&YP with Moderate VI at Y6 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Moderate VI in the cohort achieving 25 wpm with 90% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.3	% of C&YP with Severe VI at Y6 receiving tuition achieving 25 wpm with 90% accuracy	No. of C&YP with Severe VI at Y6 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Severe VI in the cohort achieving 25 wpm with 90% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria. Training for school staff to implement keyboarding programme Provision of equipment
1.4	% of C&YP with Profound VI at Y6 receiving tuition achieving 25 wpm with 90% accuracy	No. of C&YP with Profound VI at Y6 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Profound VI in the cohort achieving 25 wpm with 90% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria. Training for school staff to implement keyboarding programme Provision of equipment

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Keyboarding	No. in cohort (N)	Score (S)	Calculation		
1.5	% of C&YP with VI at Y6 receiving tuition achieving 25 wpm with 90% accuracy	No. of C&YP with VI at Y6 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with VI in the cohort achieving 25 wpm with 90% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.6	% of Braille users at Y6 achieving 25 wpm with 90% accuracy	No. of Braille users at Y6 (i.e. using screen reader software and who use short cuts/ keystrokes for accessing this)	Number of Braille users in the cohort achieving 25 wpm with 90% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.7	% of C&YP at with VI at Y6 using simple access magnification achieving 25 wpm with 90% accuracy	No. of C&YP with VI at Y6 using simple access magnification (i.e. no specialist software)	Number of C&YP with VI in the cohort achieving 25 wpm with 90% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Keyboarding	No. in cohort (N)	Score (S)	Calculation		
1.8	% of C&YP with Mild VI at Y11 receiving tuition achieving minimum 40 wpm with 95% accuracy	No. of C&YP with Mild VI at Y11 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Mild VI in the cohort achieving minimum 40 wpm with 95% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.9	% of C&YP with Moderate VI at Y11 receiving tuition achieving minimum 40 wpm with 95% accuracy	No. of C&YP with Moderate VI at Y11 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Moderate VI in the cohort achieving minimum 40 wpm with 95% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme. Provision of equipment
1.10	% of C&YP with Severe VI at Y11 receiving tuition achieving minimum 40 wpm with 95% accuracy	No. of C&YP with Severe VI at Y11 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Severe VI in the cohort achieving minimum 40 wpm with 95% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.11	% of C&YP with Profound VI at Y11 receiving tuition achieving minimum 40 wpm with 95% accuracy	No. of C&YP with Profound VI at Y11 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Profound VI in the cohort achieving minimum 40 wpm with 95% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Keyboarding	No. in cohort (N)	Score (S)	Calculation		
1.12	% of C&YP with VI at Y11 receiving tuition achieving minimum 40 wpm with 95% accuracy	No. of C&YP with VI at Y11 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with VI in the cohort achieving minimum 40 wpm with 95% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.13	% of Braille users at Y11 achieving minimum 40 wpm with 95% accuracy	No. of Braille users at Y11(i.e. using screen reader software and who use short cuts/keystrokes for accessing this)	Number of Braille users in the cohort achieving minimum 40 wpm with 95% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme. Provision of equipment
1.14	% of C&YP with VI at Y11 using simple access magnification achieving minimum 40 wpm with 95% accuracy	No. of C&YP with VI at Y11 using simple access magnification (i.e. no specialist software)	Number of C&YP with VI in the cohort achieving minimum 40 wpm with 95% accuracy	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Keyboarding	No. in cohort (N)	Score (S)	Calculation		
1.15	% of C&YP with Mild VI at Y6 receiving tuition achieving age appropriate shortcut key skills	No. of C&YP with Mild VI at Y6 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Mild VI in the cohort knowing and using a minimum 8/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.16	% of C&YP with Moderate VI at Y6 receiving tuition achieving age appropriate shortcut key skills	No. of C&YP with Moderate VI at Y6 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Moderate VI in the cohort knowing and using a minimum 8/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.17	% of C&YP with Severe VI at Y6 receiving tuition achieving age appropriate shortcut key skills	No. of C&YP with Severe VI at Y6 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Severe VI in the cohort knowing and using a minimum 8/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.18	% of C&YP with Profound VI at Y6 receiving tuition achieving age appropriate shortcut key skills	No. of C&YP with Profound VI at Y6 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Profound VI in the cohort knowing and using a minimum 8/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Keyboarding	No. in cohort (N)	Score (S)	Calculation		
1.19	% of C&YP with VI at Y6 receiving tuition achieving age appropriate shortcut key skills	No. of C&YP with VI at Y6 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with VI in the cohort knowing and using a minimum 8/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.20	% of Braille users at Y6 receiving tuition achieving age appropriate shortcut key skills	No. of Braille users at Y6 (i.e. using screen reader software and who use short cuts/ keystrokes for accessing this)	Number of Braille users in the cohort knowing and using a minimum 8/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.21	% of C&YP with VI at Y6 using simple access magnification achieving age appropriate shortcut key skills	No. of C&YP with VI at Y6 using simple access magnification (i.e. no specialist software)	Number of C&YP with VI in the cohort knowing and using a minimum 8/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Keyboarding	No. in cohort (N)	Score (S)	Calculation		
1.22	% of C&YP with Mild VI at Y11 receiving tuition achieving age appropriate shortcut key skills	No. of C&YP with Mild VI at Y11 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Mild VI in the cohort knowing and using a minimum 24/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.23	% of C&YP with Moderate VI at Y11 receiving tuition achieving age appropriate shortcut key skills	No. of C&YP with Moderate VI at Y11 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Moderate VI in the cohort knowing and using a minimum 24/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.24	% of C&YP with Severe VI at Y11 receiving tuition achieving age appropriate shortcut key skills	No. of C&YP with Severe VI at Y11 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Severe VI in the cohort knowing and using a minimum 24/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.25	% of C&YP with Profound VI at Y11 receiving tuition achieving age appropriate shortcut key skills	No. of C&YP with Profound VI at Y11 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with Profound VI in the cohort knowing and using a minimum 24/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Keyboarding	No. in cohort (N)	Score (S)	Calculation		
1.26	% of C&YP with VI at Y11 receiving tuition achieving age appropriate shortcut key skills	No. of C&YP with VI at Y11 receiving tuition (must have started tuition 24 months prior to assessment)	Number of C&YP with VI in the cohort knowing and using a minimum 24/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.27	% of Braille users at Y11 receiving tuition achieving age appropriate shortcut key skills	No. of Braille users at Y11 (i.e. using screen reader software and who use short cuts/ keystrokes for accessing this)	Number of Braille users in the cohort knowing and using a minimum 24/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment
1.28	% of C&YP with VI at Y11 using simple access magnification achieving age appropriate shortcut key skills	No. of C&YP with VI at Y11 using simple access magnification (i.e. no specialist software)	Number of C&YP with VI in the cohort knowing and using a minimum 24/32 keystrokes	S/N x 100	Individual Pupil records/ Service data base	Regular keyboarding tuition with clear entry and exit criteria Training for school staff to implement keyboarding programme Provision of equipment

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Braille	No. in cohort (N)	Score (S)	Calculation		
1.29	% of Braille users at Y6 with age appropriate or better Braille reading scores in relation to other Braille readers	No. of Braille users at Yr 6 who have been engaged in pre-Braille/ Braille learning since Foundation Stage 1 (Reception)	No. of Braille users in the cohort who have NARA* scores on all of the scales (Accuracy, Comprehension & Speed) which are equal to or higher than 3 months below their CA	S/N x 100	Individual Pupil records/ Service data base using NARA* test at Y6	Regular Braille tuition
1.30	% of Braille users at Y11 using screen reading software to a competent standard	No. of Braille users at Y11	No. of Braille users in the cohort using screen reading software to a competent standard	S/N x 100	Individual Pupil records/ Service data base	Regular Braille tuition

* NARA: Neale Analysis of Reading Ability (University of Birmingham Braille Version) – Accuracy, Comprehension and Speed Scales.

Standardised Data Collection Forms/Reports

USE OF SHORTCUT KEYS Y6	COMPETENCE LEVELS*			COMMENTS
	1 Date	2 Date	3 Date	
1. Knowledge of shortcut keys to open and use a word processing programme				
2. Able to use shortcut keys to navigate within word processing programme and perform some of the most common tasks e.g. select a heading style, cut and paste, undo and redo				
3. Able to use shortcut keys to save and print a document				
4. Able to use shortcut keys to find and open a saved document				

USE OF SHORTCUT KEYS Y11	COMPETENCE LEVELS*			COMMENTS
	1 Date	2 Date	3 Date	
1. Able to save and organize all work in appropriate folders and back up their work				
2. Able to use shortcut keys to work independently other programmes e.g. spreadsheets, accessing the internet				
3. Weighs up use of shortcut keys against other access options e.g. speech input/output, magnification				
4. ICT skills using shortcut keys are at a comparable level to peers using a mouse				

* Competence levels: 1 = Skill introduced; 2 = skill in progress; 3 = skill established

Lists of shortcut keys will be software dependent and vary according to the needs of the learner. In keyboarding a word equals 5 keystrokes.

SECTION 2: MANAGING SUPPORT NEEDS

The following outcome measures relate to CYP with VI achieving independence in managing their own support needs at the end of KS2 and KS4. A suggested Standardised Data Collection Form/Report for Managing Support Needs is presented at the end of this section.

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Independence in managing own support needs	No. in cohort (N)	Score (S)	Calculation		
2.1	% of C&YP with Mild VI at Y6 achieving independence in managing their own support needs	No. of C&YP with Mild VI at Y6	No. of CYP with Mild VI in cohort where skill is established	$S/N \times 100$	Individual Pupil records/ Service data base using standardized form (see below)	Regular ICT tuition with clear entry and exit criteria Provision of equipment
2.2	% of C&YP with Moderate VI at Y6 achieving independence in managing their own support needs	No. of C&YP with Moderate VI at Y6	No. of CYP with Moderate VI in cohort where skill is established	$S/N \times 100$	Individual Pupil records/ Service data base using standardized form (see below)	Regular ICT tuition with clear entry and exit criteria Provision of equipment
2.3	% of C&YP with Severe VI at Y6 achieving independence in managing their own support needs	No. of C&YP with Severe VI at Y6	No. of CYP with Severe VI in cohort where skill is established	$S/N \times 100$	Individual Pupil records/ Service data base using standardized form (see below)	Regular ICT tuition with clear entry and exit criteria Provision of equipment
2.4	% of C&YP with Profound VI at Y6 achieving independence in managing their own support needs	No. of C&YP with Profound VI at Y6	No. of CYP with Profound VI in cohort where skill is established	$S/N \times 100$	Individual Pupil records/ Service data base using standardized form (see below)	Regular ICT tuition with clear entry and exit criteria Provision of equipment
2.5	% of C&YP with VI at Y6 achieving independence in managing their own support needs	No. of C&YP with VI at Y6	No. of CYP with VI in cohort where skill is established	$S/N \times 100$	Individual Pupil records/ Service data base using standardized form (see below)	Regular ICT tuition with clear entry and exit criteria Provision of equipment

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Independence in managing own support needs	No. in cohort (N)	Score (S)	Calculation		
2.6	% of C&YP with Mild VI at Y11 achieving independence in managing their own support needs	No. of C&YP with Mild VI at Y11	No. of C&YP with Mild VI in cohort where skill is established	S/N x 100	Individual Pupil records/ Service data base using standardized form (see below)	Regular ICT tuition with clear entry and exit criteria Provision of equipment
2.7	% of C&YP with Moderate VI at Y11 achieving independence in managing their own support needs	No. of C&YP with Moderate VI at Y11	No. of C&YP with Moderate VI in cohort where skill is established	S/N x 100	Individual Pupil records/ Service data base using standardized form (see below)	Regular ICT tuition with clear entry and exit criteria Provision of equipment
2.8	% of C&YP with Severe VI at Y11 achieving independence in managing their own support needs	No. of C&YP with Severe VI at Y11	No. of C&YP with Severe VI in cohort where skill is established	S/N x 100	Individual Pupil records/ Service data base using standardized form (see below)	Regular ICT tuition with clear entry and exit criteria Provision of equipment
2.9	% of C&YP with Profound VI at Y11 achieving independence in managing their own support needs	No. of C&YP with Profound VI at Y11	No. of C&YP with Profound VI in cohort where skill is established	S/N x 100	Individual Pupil records/ Service data base using standardized form (see below)	Regular ICT tuition with clear entry and exit criteria Provision of equipment
2.10	% of C&YP with VI at Y11 achieving independence in managing their own support needs	No. of C&YP with VI at Y11	No. of C&YP with VI in cohort where skill is established	S/N x 100	Individual Pupil records/ Service data base using standardized form (see below)	Regular ICT tuition with clear entry and exit criteria Provision of equipment

Standardised Data Collection Form/Report

MANAGING SUPPORT NEEDS	COMPETENCE LEVELS*			COMMENTS
	1 Date	2 Date	3 Date	
1. Able to work independently as long as accessing the correct format of materials				
2. Selects correct equipment/software for the task according to vision requirements				
3. Operates the chosen equipment/software with minimal or no adult support				
4. Able to explain own visual needs (e.g. print size requirements) including equipment needs (if appropriate) and where/when adult support would be needed				

* Competence levels: 1 = Skill introduced; 2 = skill in progress; 3 = skill established

Equipment/software may include standard equipment or specialist ICT, low vision devices e.g. magnifier, monocular, CCTV, Zoomtext, Jaws, Supernova

E Digital Competence Certificate (EDCC) assessment measures available for VI learners:

- Hot keys
- Magnification
- Screen reader

SECTION 3: INDEPENDENT TRAVEL AND LIVING SKILLS

The following outcome measures relate to CYP with VI achieving age appropriate independent travel and living skills at the end of KS2 and KS4. Suggested Standardised Data Collection Forms/Reports for Independent Travel and Living Skills are presented after each section.

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Independent travel skills	No. in cohort (N)	Score (S)	Calculation		
3.1	% of C&YP with Mild VI at Y6 achieving age appropriate independent travel skills and orientation targets	No. of C&YP with Mild VI at Y6 receiving mobility training	No. of C&YP with Mild VI in cohort where skills are established to enable successful transition to secondary school	S/N x 100	Individual Pupil records/ Service data base	Provision of Mobility and Orientation by a paediatric Mobility Officer/Habilitation Worker
3.2	% of C&YP with Moderate VI at Y6 achieving age appropriate independent travel skills and orientation targets	No. of C&YP with Moderate VI at Y6 receiving mobility training	No. of C&YP with Moderate VI in cohort where skills are established to enable successful transition to secondary school	S/N x 100	Individual Pupil records/ Service data base	Provision of Mobility and Orientation by a paediatric Mobility Officer/Habilitation Worker
3.3	% of C&YP with Severe VI at Y6 achieving age appropriate independent travel skills and orientation targets	No. of C&YP with Severe VI at Y6 receiving mobility training	No. of C&YP with Severe VI in cohort where skills are established to enable successful transition to secondary school	S/N x 100	Individual Pupil records/ Service data base	Provision of Mobility and Orientation by a paediatric Mobility Officer/Habilitation Worker
3.4	% of C&YP with Profound VI at Y6 achieving age appropriate independent travel skills and orientation targets	No. of C&YP with Profound VI at Y6 receiving mobility training	No. of C&YP with Profound VI in cohort where skills are established to enable successful transition to secondary school	S/N x 100	Individual Pupil records/ Service data base	Provision of Mobility and Orientation by a paediatric Mobility Officer/Habilitation Worker
3.5	% of C&YP with VI at Y6 achieving age appropriate independent travel skills and orientation targets	No. of C&YP with VI at Y6 receiving mobility training	No. of C&YP with VI in cohort where skills are established to enable successful transition to secondary school	S/N x 100	Individual Pupil records/ Service data base	Provision of Mobility and Orientation by a paediatric Mobility Officer/Habilitation Worker

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Independent travel skills	No. in cohort (N)	Score (S)	Calculation		
3.6	% of C&YP with Mild VI at Y11 achieving age appropriate independent travel skills and orientation targets	No. of C&YP with Mild VI at Y11 receiving mobility training	No. of C&YP with Mild VI in cohort where skills are established to enable successful transition to post-16 placement	S/N x 100	Individual Pupil records/ Service data base	Provision of Mobility and Orientation by a paediatric Mobility Officer/Habilitation Worker
3.7	% of C&YP with Moderate VI at Y11 achieving age appropriate independent travel skills and orientation targets	No. of C&YP with Moderate VI at Y11 receiving mobility training	No. of C&YP with Moderate VI in cohort where skills are established to enable successful transition to post-16 placement	S/N x 100	Individual Pupil records/ Service data base	Provision of Mobility and Orientation by a paediatric Mobility Officer/Habilitation Worker
3.8	% of C&YP with Severe VI at Y11 achieving age appropriate independent travel skills and orientation targets	No. of C&YP with Severe VI at Y11 receiving mobility training	No. of C&YP with Severe VI in cohort where skills are established to enable successful transition to post-16 placement	S/N x 100	Individual Pupil records/ Service data base	Provision of Mobility and Orientation by a paediatric Mobility Officer/Habilitation Worker
3.9	% of C&YP with Profound VI at Y11 achieving age appropriate independent travel skills and orientation targets	No. of C&YP with Profound VI at Y11 receiving mobility training	No. of C&YP with Profound VI in cohort where skills are established to enable successful transition to post-16 placement	S/N x 100	Individual Pupil records/ Service data base	Provision of Mobility and Orientation by a paediatric Mobility Officer/Habilitation Worker
3.10	% of C&YP with VI at Y11 achieving age appropriate independent travel skills and orientation targets	No. of C&YP with VI at Y11 receiving mobility training	No. of C&YP with VI in cohort where skills are established to enable successful transition to post-16 placement	S/N x 100	Individual Pupil records/ Service data base	Provision of Mobility and Orientation by a paediatric Mobility Officer/Habilitation Worker

Standardised Data Collection Forms/Reports

INDEPENDENT TRAVEL SKILLS Y6	COMPETENCE LEVELS*			COMMENTS
	1 Date	2 Date	3 Date	
1. Familiar and independent within existing school building				
2. Able to transfer orientation and mobility skills to new secondary building and understand principles of moving from lesson to lesson throughout the day with the support of a Habilitation specialist				
3. Aspire to travel independently to <u>local</u> secondary school, using appropriate road safety and cane skills if necessary				

INDEPENDENT TRAVEL SKILLS Y11	COMPETENCE LEVELS*			COMMENTS
	1 Date	2 Date	3 Date	
1. Able to use advanced mobility and orientation skills on more complex routes, including the ability to use public transport independently				
2. Able to become familiar with the larger college environment with support from Habilitation specialist				

* Competence levels: 1 = Skill introduced; 2 = skill in progress; 3 = skill established

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Independent living skills	No. in cohort (N)	Score (S)	Calculation		
3.11	% of C&YP with Mild VI at Y6 meeting age appropriate independent living skills targets	No. of C&YP with Mild VI at Y6	No. of C&YP with Mild VI in cohort where skills are established to enable successful transition to secondary school	S/N x 100	Individual Pupil records/ Service data base	Provision of independent living skills by a Registered Habilitation Worker/ILS Specialist
3.12	% of C&YP with Moderate VI at Y6 meeting age appropriate independent living skills targets	No. of C&YP with Moderate VI at Y6	No. of C&YP with Moderate VI in cohort where skills are established to enable successful transition to secondary school	S/N x 100	Individual Pupil records/ Service data base	Provision of independent living skills by a Registered Habilitation Worker/ILS Specialist
3.13	% of C&YP with Severe VI at Y6 meeting age appropriate independent living skills targets	No. of C&YP with Severe VI at Y6	No. of C&YP with Severe VI in cohort where skills are established to enable successful transition to secondary school	S/N x 100	Individual Pupil records/ Service data base	Provision of independent living skills by a Registered Habilitation Worker/ILS Specialist
3.14	% of C&YP with Profound VI at Y6 meeting age appropriate independent living skills targets	No. of C&YP with Profound VI at Y6	No. of C&YP with Profound VI in cohort where skills are established to enable successful transition to secondary school	S/N x 100	Individual Pupil records/ Service data base	Provision of independent living skills by a Registered Habilitation Worker/ILS Specialist
3.15	% of C&YP with VI at Y6 meeting age appropriate independent living skills targets	No. of C&YP with VI at Y6	No. of C&YP with VI in cohort where skills are established to enable successful transition to secondary school	S/N x 100	Individual Pupil records/ Service data base	Provision of independent living skills by a Registered Habilitation Worker/ILS Specialist

OUTCOME MEASURE		DATA REQUIRED TO EVIDENCE OUTCOME MEASURE			DATA SOURCE	KEY INTERVENTION AREAS FOR VI SERVICES THAT DIRECTLY IMPACT ON OUTCOME MEASURE
Ref. no.	Independent living skills	No. in cohort (N)	Score (S)	Calculation		
3.16	% of C&YP with Mild VI at Y11 meeting age appropriate independent living skills targets	No. of C&YP with Mild VI at Y11	No. of C&YP with Mild VI in cohort where skills are established to enable successful transition to post-16 placement	S/N x 100	Individual Pupil records/ Service data base	Provision of independent living skills by a Registered Habilitation Worker/ILS Specialist
3.17	% of C&YP with Moderate VI at Y11 meeting age appropriate independent living skills targets	No. of C&YP with Moderate VI at Y11	No. of C&YP with Moderate VI in cohort where skills are established to enable successful transition to post-16 placement	S/N x 100	Individual Pupil records/ Service data base	Provision of independent living skills by a Registered Habilitation Worker/ILS Specialist
3.18	% of C&YP with Severe VI at Y11 meeting age appropriate independent living skills targets	No. of C&YP with Severe VI at Y11	No. of C&YP with Severe VI in cohort where skills are established to enable successful transition to post-16 placement	S/N x 100	Individual Pupil records/ Service data base	Provision of independent living skills by a Registered Habilitation Worker/ILS Specialist
3.19	% of C&YP with Profound VI at Y11 meeting age appropriate independent living skills targets	No. of C&YP with Profound VI at Y11	No. of C&YP with Profound VI in cohort where skills are established to enable successful transition to post-16 placement	S/N x 100	Individual Pupil records/ Service data base	Provision of independent living skills by a Registered Habilitation Worker/ILS Specialist
3.20	% of C&YP with VI at Y11 meeting age appropriate independent living skills targets	No. of C&YP with VI at Y11	No. of C&YP with VI in cohort where skills are established to enable successful transition to post-16 placement	S/N x 100	Individual Pupil records/ Service data base	Provision of independent living skills by a Registered Habilitation Worker/ILS Specialist

Standardised Data Collection Forms/Reports

INDEPENDENT LIVING SKILLS Y6	COMPETENCE LEVELS*			COMMENTS
	1 Date	2 Date	3 Date	
1. Knowledge of basic food preparation skills, able to make toast and a hot drink independently				
2. On transfer to secondary school will be able to access the dining hall and make food purchases, and become familiar with payment mechanisms				

INDEPENDENT LIVING SKILLS Y11	COMPETENCE LEVELS*			COMMENTS
	1 Date	2 Date	3 Date	
1. Able to prepare and cook a simple hot meal and drink independently				
2. Understands the need to look presentable. Displays appropriate self dressing and personal hygiene skills and the broader range of personal care				

* Competence levels: 1 = Skill introduced; 2 = skill in progress; 3 = skill established