Workstream 1A.3

Vision Impairment Specific Independence Outcomes

February 2016 Edition

Author:	*Bob Denman*
Date:	*9 February 2016*
Version:	*vP1*
Status:	*For publication*

Preface

This report was prepared using funding provided by the Department for Education under grant agreement with NatSIP, the National Sensory Impairment Partnership:

Contact:
Lindsey Jane Rousseau, NatSIP Facilitator
T: 07711 030711
E: lindsey.rousseau@natsip.org.uk
W: www.natsip.org.uk

Acknowledgements

Thanks go to the members of the working group who revised the original (April 2014) version of this document:

Name	LA VI Service
Michelle Beirne-Shalice	Bristol
Andrea Doyle	Somerset
John Milligan	Norfolk
Katharina Walls	Oxfordshire

Thanks also go to all members of the NatSIP Working Group who contributed to the development of the original version, and in particular to those 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 original version.

Table of Contents

1.   Introduction

1.1   Background

The (April 2014) version of this document, *Vision Impairment Specific Independence Outcomes*, was formally launched at a NatSIP Working Day Conference in June 2014. It had been prepared for local authority VI Support Services as an optional means of benchmarking their work with children and young people (CYP) with VI to demonstrate pupil progress made in specific areas of independence.

Following a piloting period of six months, survey work was carried out to evaluate the initial impact of the tool and to determine any improvements that could be made. It was evident from the returns that:

- More explicit guidelines were needed on using the tool to ensure greater consistency in the interpretation of the data required for collection.

- The tool would benefit from the inclusion of an individual pupil progress tracking pro forma.

This revised version (February 2016 Edition) of the *VI Specific Independence Outcomes* document, with the addition of an Excel Individual Pupil Progress Tracking Tool, has been prepared as a consequence of the pilot feedback.

1.2   Uses

This document, and accompanying Individual Pupil Progress Tracking Tool can be used for the following purposes:

- **Tracking the progress of individual CYP**

  Tracking the progress of individual CYP over time on a set of key independence outcomes will not only provide evidence of achievement and development in specific areas of independence but also help to inform support needs and the effectiveness of interventions.

- **Benchmarking within a VI service**

  Systematic collection of the independence outcomes data on CYP with VI known to the service will enable a comparison of different year cohorts on the same measures, and the investigation of possible trends. However, given the small cohorts that are likely to be involved, due caution will always need to be taken in the interpretation of the findings.

  By combining the results for same age cohorts of CYP year-on-year, it will also be possible to build more reliable local data for each of the outcomes against which to compare the progress of individual CYP.

- **Provision of national benchmarking data**

  Although it is not the intention of NatSIP to collect the VI Specific Independence Outcomes from VI Support Services on an annual basis, a 'one-off' exercise could be mounted with the aim of collecting outcomes data on a representative national sample of CYP with VI.

  Such a survey could provide Services with detailed and comprehensive data although individual VI Support Service results would remain confidential to the Service supplying them. The data and findings could be presented in a similar (though inevitably shorter) report format to that produced

for the main NatSIP annual outcomes benchmarking exercise. Whilst the need for caution would again be stressed when comparing individual Service results because of the low incidence of VI, there would certainly be more robust cohorts of national data made available for benchmarking.

- **Service justification**

From time to time, VI support services may be called upon to demonstrate their effectiveness. They may be required to justify staffing levels and even their continued existence. In this respect, data collected on the VI-specific independence outcomes could offer a useful source of evidence.

Evaluation of the annual NatSIP Outcomes Benchmarking exercise has consistently shown benefits for Services in the areas of:

- Data Management

- Service Reporting

- Continuing Professional Development

- Quality Assurance

- Service Planning

The potential for such benefits from using the VI specific independence outcomes tool was also indicated from the returns to the initial impact survey carried out as part of the pilot e.g.

- Consistent with the central purpose of the tool, all nine respondents indicated that the tool had been (or would be) used for establishing or improving systems for tracking and monitoring pupil progress.

- Eight of the nine respondents indicated that the tool had been used for service discussion and reflection.

- Some relevance of the tool for providing evidence for service reporting was acknowledged, particularly with regard to reporting within the LA or discussion with the Director and/or managers.

- The value of the tool for quality assurance purposes was indicated, particularly in terms of contributing to the review/evaluation of service/VI provision.

1.3   Specific independence outcomes

The outcome measures cover:

- Achievements in keyboarding and Braille
- Achievements in managing support needs
- Achievements in mobility (travel, orientation, safety)
- Achievements in independent living (dressing, cooking, social skills)

1.4   Defining the population

To obtain reliable benchmarking data it is important that the VI population data is clearly defined. CYP with VI must have an impairment which is at least mild in degree. (CYP with monocular vision who have normal vision, corrected as appropriate, in the unaffected eye are not included).

The **distance vision classification** of VI in the NatSIP Eligibility Framework for Scoring Support Levels (Summer 2015) document has been adopted with the proviso that the **acuity criteria are for guidance purposes only**. The professional judgement of a QTVI should be applied as necessary to decide on the classification. For example, a CYP may have a mild reduction in visual acuity but be functioning within a different visual classification category due to an additional ophthalmic condition, (e.g. an oculomotor disorder such as nystagmus, visual field reduction, cerebral vision impairment) and/or have additional learning difficulties.

Classification of VI	
Mild vision loss	Best corrected vision: within the range 6/12 – 6/18 Snellen/Kay (LogMAR 0.3 – 0.48)
Moderate vision loss	Best corrected vision: less than 6/19 – 6/36 Snellen/Kay (LogMAR 0.5 – 0.78)
Severe vision loss	Best corrected vision: less than 6/36 – 6/120 Snellen/Kay (LogMAR 0.8 – 1.3)
Profound vision loss	Best corrected vision: less than 6/120 Snellen/Kay (LogMAR 1.32+)

As in the annual NatSIP Outcomes Benchmarking exercise, CYP may have **additional special educational needs**, but those with severe learning difficulties or profound and multiple learning difficulties (SLD/PMLD) are not included. CYP with SLD/PMLD will typically attend special schools for those with the most severe and complex needs.

2.   Individual Pupil Progress Tracking

2.1   Introduction to the tracking tool

An Individual Pupil Progress Tracking Tool has been prepared as a central component of the revised NatSIP VI Specific Independence Outcomes.

As already indicated, this tool has been created to help VI Support Services in tracking the progress of CYP in the achievement of a range of outcome measures.

Apart from monitoring the independence development of CYP with VI, the data collected will provide evidence to inform support needs and the effectiveness of interventions. It will also offer a source of data for benchmarking purposes, including any future NatSIP national benchmarking exercise(s) on the VI Specific Independence Outcomes.

2.2   Excel Worksheets

The **Individual Pupil Progress Tracking Tool** comprises a set of four Excel worksheets (in a single workbook file) one for each of the overarching outcomes:

- Keyboarding and braille

- Managing support needs

- Mobility (travel, orientation, safety)

- Independent living (dressing, cooking, social skills).

Each of the overarching outcomes comprises a range of outcome measures.

2.2.1   Guidance on using the Excel worksheets

The following guidance is provided in using the worksheets:

- Download the Excel file and save on your system (i.e. File>Save as)

- The tabs for the four worksheets can be found at the bottom of the screen. Left click on the tab to display the worksheet required. There is a fifth tab: 'Data Validation,' which relates to the programming of response options on the worksheets. Please do not delete this worksheet as it will affect the programmed responses.

- Worksheet columns are divided into two sections i.e. CYP details and the measures comprising the overarching outcome. For reference, the CYP details have been listed in the table in section 2.3 below and the outcome measures are presented in the tables in section 2.4.

- The freeze pane tool on the worksheet has been used to ensure that the CYP's name and date of birth remain on display whilst the outcome measures can be scrolled across.

- Each row below the column headings is available for allocation to an individual CYP with the opportunity to record progress/achievements on the range of outcome measures over time. An example completion has been provided on the row beneath the column headings on Worksheet 1: Outcome 1 - Keyboarding and Braille. Column A lists the CYP Number starting at 1.

- The freeze pane tool has been used to ensure that the column headings remain on display whilst the rows can be scrolled down for entry of individual pupil data.

- Entry of the CYP details on the Outcome 1 (Keyboarding and Braille) worksheet will automatically populate the CYP details on the worksheets for Outcomes 2, 3 and 4.

- The outcome measures are grouped according to National Curriculum Year/End of Key Stage. (NB: Y2/End of KS1 measures are not included in all of the four overarching outcomes whereas Y6/End of KS2, Y9/End of KS3 and Y11/End of KS4 measures are).

- Each outcome measure has a unique reference e.g. 1A.1 [which refers to Keyboarding (QWERTY) speed (wpm) at the end of KS1].

- Guidance on the data/information required is presented within the pop-up comments boxes on the worksheets. These are displayed by placing the cursor in the heading cells with a red triangle in the top right hand corner of the cell. The comments box will disappear as soon as the cursor is moved; to keep the comments box on display:

  - Right click on the heading cell

  - Select 'Edit Comment' from the list

  - Left click

  The comments box will disappear when the cursor is left clicked on another cell.

- For reference, the guidance presented within the pop-up comments boxes on the worksheets is replicated in the tables below in sections 2.3 (CYP details) and 2.4 (Outcomes tracked).

- To support the appropriate data entry into cells, these have been programmed with specific instructions or a list of response options. Typing in data not included within the list of options will lead to an 'Invalid input' message display.

- Having entered data onto any of the worksheets ensure that you save the Excel file.

- Consideration will be given to the provision of an update for users which will automatically programme the worksheets with formulae to facilitate calculations and analyses when uploaded. This will most likely be prepared once users have had the opportunity to collect data and consultation has been carried out to determine exactly what analyses would prove to be most useful and viable taking account of the low incidence cohorts.

It is intended that the data should be captured at the end of the Key Stages in question i.e.

- Y2 (End of KS1): June/July

- Y6 (End of KS2): June/July

- Y9 (End of KS3) : June/July

- Y11(End of KS4): April/May

While data is recorded at the end of these Key Stages, there is an expectation that independence skills across all four of the outcomes should be introduced early i.e. by Y1.

2.3   Child/Young Person Details

The following table provides the CYP details listed within the Individual Pupil Progress Tracking Tool. The guidance is also replicated within the pop-up comments boxes on the Excel worksheets.

Column Heading	Guidance
First name	Enter the CYP's first name
Surname	Enter the CYP's surname
Date of birth	Specify the CYP's date of birth (dd/mm/yyyy)
VI Classification	Classify the CYP's VI according to the distance vision classification of VI in the NatSIP Eligibility Framework for Scoring Support Levels (Summer 2015) as set out in section 1.4 above i.e. Mild, Moderate, Severe, Profound
Onset	Specify the onset of the CYP's VI as either congenital or late onset or progressive
Braille	Is the CYP a Braille user? (Yes or No)
Keyboard	Is the CYP a: - QWERTY keyboard user? - Braille keyboard user? - Dual user (i.e. QWERTY and Braille keyboards)?
Cane user	Is the CYP a cane user? (Yes or No)
Guide dog owner	Is the CYP a Guide dog owner? (Yes or No)
School name	State the name of the CYP's current school or other educational setting
Placement type	Specify the CYP's type of educational placement according to the following list of five options: - Home educated - Mainstream school - Special school (not specifically for VI pupils) - Special school specifically for VI pupils - Other
Resource Base provision	Does the CYP attend a school (mainstream or non-VI special) with a VI Resource Base?
In LA area	Specify whether the CYP's educational placement is inside or outside the geographical area of the LA.
CA group	Select whether the CYP is placed: - Ahead of (their chronological age group?) - With (their chronological age group?) - Below (their chronological age group?)
QTVI	Enter the name of the QTVI currently allocated to the CYP

2.4. Outcomes Tracked

2.4.1 Worksheet 1: Outcome 1 - Keyboarding and Braille

Please note:

- **Keyboarding speed and accuracy measures** feature at each of the Key Stages listed. The outcome measures should be completed for a CYP according to whether s/he is a QWERTY keyboard user, a Braille keyboard user or a dual user. (In the case of the latter, the outcome measures for both QWERTY keyboard and Braille keyboard should be completed).

    Performance on these measures is assessed through dictation. **Sample touch typing texts, dictation guidelines and scoring directions** are provided at **Appendix 1**. These have been prepared with the aim of achieving a consistent approach to the assessment, regardless of the touch typing programme being used with the CYP. It is recognised that whilst VI Support Services may introduce touch typing, schools will take responsibility for following up, especially for CYP with less severe VI.

- The term **'shortcut keys'** has mainly been used within the outcomes measures as opposed to the alternative **'hot keys'**. A keyboard **shortcut** is usually a combination of **keys** that, pressed simultaneously, perform some task that ordinarily would take longer or necessitate using the mouse. Lists of shortcut keys will be software dependent and vary according to the needs of the learner.

    These terms should not be confused with **'keystroke'** which refers to typing one character on a keyboard. As indicated in the scoring directions for keyboarding speed (see table below), in keyboarding a word equals 5 keystrokes.

NC Yr/ KS	Outcomes	
	Ref.	**Guidance**
Y2 End KS1	1A.1	**Keyboarding (QWERTY) speed (wpm)** The keyboarding (QWERTY) speed assessment is performed through a timed dictation: 1. Select an age appropriate text from the touch typing texts supplied 2. Have the CYP's familiar equipment available 3. Have a means of recording the time taken 4. Eliminate background noises as far as possible 5. Read through the text once at normal pace with the CYP listening 6. Dictate the text, reading at a pace appropriate to the CYP's typing. Start timing at the commencement of the dictation 7. Once the text has been completed and the CYP has finished typing note the time taken 8. Calculate the CYP's keyboarding (QWERTY) speed in words per minute (wpm) using the following formula: **s = c/5 divided by t/60** where: • **s** is the speed in words per minute (wpm) • **c** is the number of characters in the text, including spaces and punctuation (provided at the bottom of the text). NB: c/5 = the word count in this methodology • **t** is the time taken in seconds NB: t/60 = the time in minutes Leave cell blank if CYP does not use a QWERTY keyboard
	1A.2	**Keyboarding (QWERTY) accuracy** Following the dictation as described in 1A.1, the keyboarding (QWERTY) accuracy score (%) is calculated using the following formula: **a% = n/w x 100** where: • **a%** is the accuracy score • **n** is the number of words typed correctly (i.e. either the word is right or not) • **w** is the number of words in the text (provided at the bottom of the text) Leave cell blank if CYP does not use a QWERTY keyboard

NC Yr/ KS	Outcomes	
	Ref.	**Guidance**
	1A.3	**Keyboarding (Braille) speed (wpm)** The keyboarding (Braille) speed assessment is performed through a timed dictation: 1. Select an age appropriate text from the touch typing texts supplied 2. Have the CYP's Braille equipment available 3. Have a means of recording the time taken 4. Eliminate background noises as far as possible 5.Read through the text once at normal pace with the CYP listening 6. Dictate the text, reading at a pace appropriate to the CYP's typing. Start timing at the commencement of the dictation 7. Once the text has been completed and the CYP has finished typing note the time taken 8. Calculate the CYP's keyboarding (Braille) speed in words per minute (wpm) using the following formula: **s = c/5 divided by t/60** where: • **s** is the speed in words per minute (wpm) • **c** is the number of characters in the text, including spaces and punctuation (provided at the bottom of the text). NB: c/5 = the word count in this methodology • **t** is the time taken in seconds NB: t/60 = the time in minutes Leave cell blank if CYP does not use a Braille keyboard
	1A.4	**Keyboarding (Braille) accuracy** Following the dictation as described in 1A.3, the keyboarding (Braille) accuracy score (%) is calculated using the following formula: **a% = n/w x 100** where: • **a%** is the accuracy score • **n** is the number of words typed correctly (i.e. either the word is right or not) • **w** is the number of words in the text (provided at the bottom of the text) Leave cell blank if CYP does not use a Braille keyboard
Y6 End KS2	1A.5	**Keyboarding (QWERTY) speed (wpm)** Please refer to the guidance provided in 1A.1 above
	1A.6	**Keyboarding (QWERTY) accuracy** Please refer to the guidance provided in 1A.2 above
	1A.7	**Keyboarding (Braille) speed (wpm)** Please refer to the guidance provided in 1A.3 above
	1A.8	**Keyboarding (Braille) accuracy** Please refer to the guidance provided in 1A.4 above
	1B.1	**Keyboarding (QWERTY) shortcut keys: open and use a word processing program** Knowledge of shortcut keys to open and use a word processing program. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established Leave cell blank if CYP does not use a QWERTY keyboard

NC Yr/ KS	Outcomes	
	Ref.	Guidance
	1B.2	**Keyboarding (QWERTY) shortcut keys: navigate within word processing program** Able to use shortcut keys to navigate within word processing program and perform some of the most common tasks e.g. select a heading style; cut and paste; undo and redo. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established Leave cell blank if CYP does not use a QWERTY keyboard
	1B.3	**Keyboarding (QWERTY) shortcut keys: save and print** Able to use shortcut keys to save and print a document. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established Leave cell blank if CYP does not use a QWERTY keyboard
	1B.4	**Keyboarding (QWERTY) shortcut keys: find and open saved document** Able to use shortcut keys to find and open a saved document. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established Leave cell blank if CYP does not use a QWERTY keyboard
	1C.1	**Braille Reading Accuracy** Braille reading attainment using the *Neale Analysis of Reading Ability - Braille version*.[1] Score: Reading Accuracy age (Year in 1st column, Months in 2nd column) Leave cells blank if CYP is not a Braille reader
	1C.2	**Braille Reading Comprehension** Braille reading attainment using the *Neale Analysis of Reading Ability - Braille version* (See footnote 1). Score: Reading Comprehension age (Year in 1st column, Months in 2nd column) Leave cell blank if CYP is not a Braille reader

---

[1] https://load2learn.org.uk/hierarchy/browse/4/43109/NealeAnalysisofReadingAbilityNARA

NC Yr/ KS	Outcomes	
	Ref.	**Guidance**
	1C.3	**Braille Reading Speed** Braille reading attainment using the *Neale Analysis of Reading Ability - Braille version* (See footnote 1). Score: Reading Speed age (Year in 1st column, Months in 2nd column) Leave cell blank if CYP is not a Braille reader
Y9 End KS3	1A.9	**Keyboarding (QWERTY) speed (wpm)** Please refer to the guidance provided in 1A.1 above
	1A.10	**Keyboarding (QWERTY) accuracy** Please refer to the guidance provided in 1A.2 above
	1A.11	**Keyboarding (Braille) speed (wpm)** Please refer to the guidance provided in 1A.3 above
	1A.12	**Keyboarding (Braille) accuracy** Please refer to the guidance provided in 1A.4 above
	1B.5	**Keyboarding (QWERTY) shortcut keys: save/organise/back up** Able to save and organise all work in appropriate folders and back up their work. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established Leave cell blank if CYP does not use a QWERTY keyboard
	1B.6	**Keyboarding (QWERTY) shortcut keys: use of other programs** Able to use shortcut keys to work independently at age appropriate level using other programs e.g. spreadsheets; accessing the internet. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established Leave cell blank if CYP does not use a QWERTY keyboard
	1B.7	**Keyboarding (QWERTY) shortcut keys: eDCC Hot Keys Certificate** Achieves the Hot Keys 2012 Electronic Digital Competence Certificate (eDCC) for the visually impaired. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established Leave cell blank if CYP does not use a QWERTY keyboard
Y11 End KS4	1A.13	**Keyboarding (QWERTY) speed (wpm)** Please refer to the guidance provided in 1A.1 above
	1A.14	**Keyboarding (QWERTY) accuracy** Please refer to the guidance provided in 1A.2 above

NC Yr/ KS	Outcomes	
	Ref.	**Guidance**
	1A.15	**Keyboarding (Braille) speed (wpm)** Please refer to the guidance provided in 1A.3 above
	1A.16	**Keyboarding (Braille) accuracy** Please refer to the guidance provided in 1A.4 above
	1B.8	**Keyboarding (QWERTY) shortcut keys: drive access** Able to access different drives e.g. a shared drive. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established Leave cell blank if CYP does not use a QWERTY keyboard
	1B.9	**Keyboarding (QWERTY) shortcut keys: use of other programs** Able to use shortcut keys to work independently at age appropriate level using other programs e.g. spreadsheets; accessing the internet. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established Leave cell blank if CYP does not use a QWERTY keyboard
	1B.10	Keyboarding (QWERTY) shortcut keys: access skills Able to transfer access skills to new software and technology. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established Leave cell blank if CYP does not use a QWERTY keyboard
	1C.4	**Screen Reading** Uses screen reading software to a competent standard. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

2.4.2 Worksheet 2: Outcome 2 – Managing Support Needs

NC Yr/ KS	Outcomes	
	Ref.	**Guidance**
Y6 End KS2	2A.1	**Independent work** Able to work independently at age appropriate level as long as accessing the correct format of materials. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	2B.1	**Selects correct equipment/software** Selects correct equipment/software for the task according to vision requirements Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established NB: Equipment/software may include standard equipment or specialist ICT, low vision devices e.g. magnifier, monocular, CCTV, Zoomtext, Jaws, Supernova
	2C.1	**Support for operation of equipment/software** Operates the appropriate equipment/software with minimal or no adult support according to age and task. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established NB: Equipment/software may include standard equipment or specialist ICT, low vision devices e.g. magnifier, monocular, CCTV, Zoomtext, Jaws, Supernova
	2D.1	**Explanation of vision needs** Able to explain own vision needs at age appropriate level (e.g. print size requirements) including equipment needs (if appropriate) and use of accessibility features. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established NB: Equipment/software may include standard equipment or specialist ICT, low vision devices e.g. magnifier, monocular, CCTV, Zoomtext, Jaws, Supernova

NC Yr/ KS	Outcomes	
	Ref.	Guidance
	2E.1	**Requests for adult support** Able to identify and request where/when adult support would be needed at age appropriate level. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
Y9 End KS3	2A.2	**Independent work** Able to work independently at age appropriate level as long as accessing the correct format of materials. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	2B.2	**Selects correct equipment/software** Selects correct equipment/software for the task according to vision requirements. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established NB: Equipment/software may include standard equipment or specialist ICT, low vision devices e.g. magnifier, monocular, CCTV, Zoomtext, Jaws, Supernova
	2C.2	**Support for operation of equipment/software** Operates the appropriate equipment/software with minimal or no adult support according to age and task. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established NB: Equipment/software may include standard equipment or specialist ICT, low vision devices e.g. magnifier, monocular, CCTV, Zoomtext, Jaws, Supernova
	2D.2	**Explanation of vision needs** Able to explain own vision needs at age appropriate level (e.g. print size requirements) including equipment needs (if appropriate) and use of accessibility features. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established NB: Equipment/software may include standard equipment or specialist ICT, low vision devices e.g. magnifier, monocular, CCTV, Zoomtext, Jaws, Supernova

NC Yr/ KS	Outcomes	
	Ref.	**Guidance**
	2E.2	**Requests for adult support**
		Able to identify and request where/when adult support would be needed at age appropriate level.
		Score:
		0 = Skill not yet introduced
		1 = Skill introduced
		2 = Skill in progress
		3 = Skill established
Y11 End KS4	2A.3	**Independent work**
		Able to work independently at age appropriate level as long as accessing the correct format of materials.
		Score:
		0 = Skill not yet introduced
		1 = Skill introduced
		2 = Skill in progress
		3 = Skill established
	2B.3	**Selects correct equipment/software**
		Selects correct equipment/software for the task according to vision requirements.
		Score:
		0 = Skill not yet introduced
		1 = Skill introduced
		2 = Skill in progress
		3 = Skill established
		NB: Equipment/software may include standard equipment or specialist ICT, low vision devices e.g. magnifier, monocular, CCTV, Zoomtext, Jaws, Supernova
	2C.3	**Support for operation of equipment/software**
		Operates the appropriate equipment/software with minimal or no adult support according to age and task.
		Score:
		0 = Skill not yet introduced
		1 = Skill introduced
		2 = Skill in progress
		3 = Skill established
		NB: Equipment/software may include standard equipment or specialist ICT, low vision devices e.g. magnifier, monocular, CCTV, Zoomtext, Jaws, Supernova
	2D.3	**Explanation of vision needs**
		Able to explain own vision needs at age appropriate level (e.g. print size requirements) including equipment needs (if appropriate) and use of accessibility features.
		Score:
		0 = Skill not yet introduced
		1 = Skill introduced
		2 = Skill in progress
		3 = Skill established
		NB: Equipment/software may include standard equipment or specialist ICT, low vision devices e.g. magnifier, monocular, CCTV, Zoomtext, Jaws, Supernova

NC Yr/ KS	Outcomes	
	Ref.	**Guidance**
	2E.3	**Requests for adult support** Able to identify and request where/when adult support would be needed at age appropriate level. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

2.4.3 Worksheet 3: Outcome 3 – Mobility (Travel, Orientation, Safety)

Please note that this area of development may be covered by a Mobility Service independent from the VI Support Service in Education. It would be hoped, however, that mobility specialists and QTVI would work together and share aims and results.

NC Yr/ KS	OUTCOMES	
	Ref.	**Guidance**
Y2 End KS1	3T.1	**Travel: body actions** Understands body actions Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3T.2	**Travel: body parts** Identifies most body parts. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3T.3	**Travel: walks indoors** Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3T.4	**Travel: walks outdoors** Walks outdoors with physical reassurance from an adult. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3T.5	**Travel: stairs and steps** Goes up/down stairs and steps (kerbs, bus steps). Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

NC Yr/ KS	OUTCOMES	
	Ref.	**Guidance**
	3O.1	**Orientation: environmental concepts** Can identify common environmental concepts. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3O.2	**Orientation: location and position concepts** Understands concepts of location and position. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3O.3	**Orientation: indoor layout** Understands layout of familiar indoor area and can indicate routes. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3S.1	**Safety: requests adult support** Requests adult support from an appropriate adult. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3S.2	**Safety: uses adult support** Uses adult support as a tool with specific purpose. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3S.3	**Safety: identification of noises** Begins to identify various noises. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

NC Yr/ KS	OUTCOMES	
	Ref.	Guidance
	3S.4	**Safety: identification of loud noises.** Able to identify loud noises. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3S.5	**Safety: Understands safe/not safe** Understands safe/not safe. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
Y6 End KS2	3T.6	**Travel: walks independently outdoors** Walks independently outdoors on familiar route. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3T.7	**Travel: crossing quiet road** Able to cross quiet road independently. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3T.8	**Travel: crossing busy road** Able to cross busy road with some adult support. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3T.9	**Travel: participates in PE/Sports** Participates in PE/Sports with minimal adult support. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

NC Yr/ KS	OUTCOMES	
	Ref.	Guidance
	3T.10	**Travel: uses noises to aid mobility** Uses various noises to aid mobility. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3O.4	**Orientation: uses learned concepts** Uses concepts previously learned for orientation and safe mobility. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3O.5	**Orientation: school layout** Has good understanding of school layout. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3O.6	**Orientation: directional concepts** Understands directional concepts. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3S.6	**Safety: asking for help** Can identify appropriate person to ask for help. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3S.7	**Safety: best way to request assistance** Understands best way to request assistance. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

NC Yr/ KS	OUTCOMES	
	Ref.	Guidance
Y9 End KS3	3T.11	**Travel: mobility in Secondary school** Able to mobilise in Secondary school. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3T.12	**Travel: independent to and from school** Independent on route to and from school. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3T.13	**Travel: transport timetables** Awareness of pros and cons of transport timetables. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3T.14	**Travel: local public transport** Aware of local methods of public transport. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3T.15	**Travel: non local public transport** Aware of public transport further afield Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3O.7	**Orientation: route planning** Aware of methods for route planning. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

NC Yr/ KS	OUTCOMES	
	Ref.	Guidance
	3S.8	**Safety: sighted assistance** Uses sighted assistance when needed. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3S.9	**Safety: Refuses assistance appropriately** Refuses assistance appropriately when not required Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3S.10	**Safety: potential hazards** Anticipates potential hazards. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3S.11	**Safety: equipment to aid personal safety** Is aware of equipment to aid personal safety. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
Y11 End KS4	3T.16	**Travel: new environments** Uses techniques effectively in new environments. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3T.17	**Travel: variety of environments** Travels in a variety of environments. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

NC Yr/ KS	OUTCOMES	
	Ref.	**Guidance**
	3T.18	**Travel: uses public transport** Uses public transport. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3O.8	**Orientation: plans route independently** Plans route independently. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3S.12	**Safety: variety of environments** Is safe in a variety of environments. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	3S.13	**Safety: staying safe** Has confidence in own ability to stay safe. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

2.4.4 Worksheet 4: Outcome 4 – Independent living (Dressing, Cooking, Social Skills)

NC Yr/KS	Outcomes	
	Ref.	Guidance
Y2 End KS1	4D.1	**Dressing Skills: handkerchief** Can use handkerchief/tissue with dignity and dispose of appropriately. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4D.2	**Dressing Skills: clothes** Puts on own clothes (with help for zips, buttons, laces). Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4D.3	**Dressing Skills: fastening** Can do velcro, press studs; unties laces. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4C.1	**Cooking Skills: pouring** Pours mainly accurately. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4C.2	**Cooking Skills: organisation skills** Developing some organisation skills. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4C.3	**Cooking Skills: cutlery** Uses knife fork, spoon. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

NC Yr/KS	Outcomes	
	Ref.	Guidance
	4C.4	**Cooking Skills: drinking** Drinks from cup without spilling. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4C.5	**Cooking Skills: enjoyment** Enjoys participating in cooking activities. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.1	**Social Skills: empathy** Has empathy. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.2	**Social Skills: toilet** Can use toilets appropriately and hygienically. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.3	**Social Skills: delayed gratification** Understands delayed gratification. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.4	**Social Skills: shops** Recognises some shops. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

NC Yr/KS	Outcomes	
	Ref.	Guidance
	4Soc.5	**Social Skills: buying goods/services** Understands the concept of buying goods/services. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
Y6 End KS2	4D.4	**Dressing Skills: independent dressing** Able to dress independently. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4D.5	**Dressing Skills: personal hygiene** Has appropriate personal hygiene (incl. deodorant; sanitary products). Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4C.6	**Cooking Skills: snack preparation** Able to make snack (e.g. toast, sandwich). Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4C.7	**Cooking Skills: hot drink preparation** Able to make hot drink with support. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4C.8	**Cooking Skills: healthy choices** Understands what are healthy choices. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

NC Yr/KS	Outcomes	
	Ref.	**Guidance**
	4Soc.6	**Social Skills: shop purchases** Able to go into shop and purchase items. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.7	**Social Skills: coin identification** Able to identify all coins. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.8	**Social Skills: checking change** Understands need to check change. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
Y9 End KS3	4D.6	**Dressing Skills: expresses identity** Appropriately expresses own identity through dress. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4C.9	**Cooking Skills: kitchen equipment** Handles kitchen equipment with confidence. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4C.10	**Cooking Skills: food preparation skills** Is learning to use a variety of food preparation skills (e.g. chopping, whisking, peeling etc.). Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

NC Yr/KS	Outcomes	
	Ref.	Guidance
	4C.11	**Cooking Skills: work area organisation** Can organise work area with prompting. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4C.12	**Cooking Skills: adaptive equipment** Has awareness of adaptive equipment for household tasks. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.9	**Social Skills: handling money** Handles own money. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.10	**Social Skills: understanding of eye condition** Has understanding of own eye condition and differences in relation to sighted peers. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.11	**Social Skills: understanding and empathy** Has understanding and empathy towards peers with different needs. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
Y11 End KS4	4D.7	**Dressing Skills: appropriate dress** Understands how to dress appropriately depending on circumstances. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

NC Yr/KS	Outcomes	
	Ref.	**Guidance**
	4C.13	**Cooking Skills: meal preparation** Cooks meal independently. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4C.14	**Cooking Skills: culturally appropriate knowledge** Knowledge of cooking is culturally appropriate and relevant. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.12	**Social Skills: organisation skills** Organisation skills are those of young adult. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.13	**Social Skills: sources of support** Aware of sources of available support. 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.14	**Social Skills: body language** Understands the necessity of confident body language. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.15	**Social Skills: managing money** Handles own money when out. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

NC Yr/KS	Outcomes	
	Ref.	**Guidance**
	4Soc.16	**Social Skills: self-advocacy** Able to be own advocate. 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.17	**Social Skills: confidence** Confident in new situations. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established
	4Soc.18	**Social Skills: future employment** Is realistic when considering future employment. Score: 0 = Skill not yet introduced 1 = Skill introduced 2 = Skill in progress 3 = Skill established

3.   National Benchmarking

3.1   Introduction to benchmarking

Whilst there is no intention to collect data nationally on an annual basis (as in the main NatSIP Outcomes Benchmarking exercise) the opportunity exists to attempt at least one national data collection of the VI Specific Independence Outcomes. The decision to proceed would be taken through the NatSIP Outcomes Benchmarking workstream group in consultation with VI Support Services.

With respect to confidentiality and data protection, only service level cohort data, as opposed to individual CYP data, would be submitted for benchmarking and VI Support Service results would only be disclosed to the Service providing the raw data.

Such an exercise would provide some national norms for a range of outcome measures against which VI Support Services could compare the achievements of their cohorts of CYP with VI, subject to the usual caution about small cohorts within individual LAs.

3.2   Data Set

Whether to collect data nationally on the full set of outcome measures within the Individual Pupil Progress Tracking Tool or on a prioritised sample would again be subject to consultation.

An example of a selected data set for national benchmarking focusing on the end of KS2 is presented in Appendix 2. The outcomes measures have been have set out in the following sections:

Appendix Section	Outcome Measures
A2.1	Achievements in keyboarding and Braille at the end of KS2
A2.2	Achievements in managing support needs at the end of KS2
A2.3	Achievements in mobility (travel, orientation, safety) at the end of KS2
A2.4	Achievements in independent living (dressing, cooking, social skills) at the end of KS2

It will be noted that for benchmarking purposes the outcome measures include particular targets which are not specified within the Individual Pupil Progress Tracking Tool (e.g.
Year 6 Keyboarding speed and accuracy outcome target: 25 words per minute with 90% accuracy). Nevertheless, all of the source data would be available from the Individual Pupil Progress Tracking Tool and specific instructions would be provided for VI Support Services on the most efficient way to obtain the required benchmarking data for submission at the time of a national data collection.

3.3   Reporting

A comprehensive report on the benchmarking exercise would be prepared for the participants. The possibility of customising the report on the 'national' data for each VI Support Service by setting their results alongside the 'national' results, for ease of comparison, would be investigated.

The main analyses would essentially involve the calculation of the average scores for pupils on each of the outcome measures with a breakdown according to the severity of VI.

Appendix 1: Keyboarding speed and accuracy

A1.1   Sample touch typing texts for dictation

Year 2 Text

The children make a house. They make a house in the tree. Daddy helps them to make it. They have a big red rug in the house. The children go up and down the tree to the tree house. They all have fun in it.

Total words 45

Total characters 210 (including spaces and punctuation)

Year 6 Text

There are crowds of people and children at the funfair. There are so many things to do and see that the children do not know where to start. Their parents take them over to the big dipper, and pay the money for them all to have a ride. The attendant shows them into the car and makes sure the safety bar is fixed in position. The car moves slowly towards the steeply climbing track which takes them to the top to begin the long downhill and uphill ride.

Total words 88

Total characters 457 (including spaces and punctuation)

Year 9 Text

The boys were told by the foreman that the repairs to the tunnel had finished and that it was now safe to enter. They were allowed to go in and explore if they wished. They got ready at once, putting on boots and hats, and set off to explore the tunnels and caves. Inside there were some boxes, and in the torchlight they could see watches and jewellery spilling onto the floor. They all gasped at the treasure they had discovered. The adventure had begun.

Total words 85

Total characters 461 (including spaces and punctuation)

Year 11 Text

Mr Jones, of the Manor Farm, had locked the hen-houses for the night, but was too drunk to remember to shut the popholes. With the ring of light from his lantern dancing from side to side, he lurched across the yard, kicked of his boots at the back door, drew himself a last glass of beer from the barrel in the scullery, and made his way up to bed, where Mrs Jones was already snoring.

As soon as the light in the bedroom went out there was a stirring and a fluttering all through the farm buildings. Word had gone round during the day that old Major, the prize middle white boar, had had a strange dream on the previous night and wished to communicate it to the other animals. It had been agreed that they should all meet in the big barn as soon as Mr Jones was safely out of the way.

Total words 154

Total characters 789 (including spaces and punctuation)

A1.2   Dictation guidelines

- Select an age appropriate text from the touch typing texts supplied

- Have the CYP's familiar equipment available

- Have a means of recording the time taken

- Eliminate background noises as far as possible

- Read through the text once at normal pace with the CYP listening

- Dictate the text, reading at a pace appropriate to the CYP's typing. Start timing at the commencement of the dictation

- Once the text has been completed and the CYP has finished typing note the time taken

A1.3 Scoring directions

Calculate the CYP's **keyboarding speed** using the following formula:

$$s = \frac{c/5}{t/60}$$

where:

- **s** is the speed in words per minute (wpm)

- **c** is the number of characters in the text, including spaces and punctuation (provided at the bottom of the text). NB: c/5 = the word count in this methodology

- **t** is the time taken in seconds NB: t/60 = the time in minutes

Calculate the CYP's **keyboarding accuracy** using the following formula:

$$a\% = \frac{n}{w} \; x \; 100$$

where:

- **a%** is the accuracy score

- **n** is the number of words typed correctly (i.e. either the word is right or not)

- **w** is the number of words in the text (provided at the bottom of the text)

Appendix 2: Example of National Benchmarking Data Collection

A2.1 Keyboarding and braille

The following outcome measures relate to the achievements of CYP with VI in keyboarding and Braille at the end of KS2.

A2.1.1 Keyboarding (QWERTY) speed (wpm) and accuracy

Outcome Measure		Data required to evidence outcome measure		
Tool Ref.	Keyboarding (QWERTY) speed (wpm) and accuracy	No. in cohort (N)	Score (S)	Calculation
1A.5 & 1A.6	% of CYP with **Mild VI** at Y6 achieving 25 wpm with at least 90% accuracy	No. of CYP with Mild VI at Y6	Number of CYP with Mild VI in the cohort achieving 25 wpm with at least 90% accuracy	S/N x 100
	% of CYP with **Moderate VI** at Y6 achieving 25 wpm with at least 90% accuracy	No. of CYP with Moderate VI at Y6	Number of CYP with Moderate VI in the cohort achieving 25 wpm with at least 90% accuracy	S/N x 100
	% of CYP with **Severe VI** at Y6 achieving 25 wpm with at least 90% accuracy	No. of CYP with Severe VI at Y6	Number of CYP with Severe VI in the cohort achieving 25 wpm with at least 90% accuracy	S/N x 100
	% of CYP with **Profound VI** at Y6 achieving 25 wpm with at least 90% accuracy	No. of CYP with Profound VI at Y6	Number of CYP with Profound VI in the cohort achieving 25 wpm with at least 90% accuracy	S/N x 100
	% of CYP with **VI** at Y6 achieving 25 wpm with at least 90% accuracy	No. of CYP with VI at Y6	Number of CYP with VI in the cohort achieving 25 wpm with 90% accuracy	S/N x 100
	% of **Braille users** at Y6 achieving 25 wpm with at least 90% accuracy (using QWERTY keyboard)	No. of Braille users at Y6 (i.e. using screen reader software and short cuts/keystrokes for accessing this)	Number of Braille users in the cohort achieving 25 wpm with at least 90% accuracy	S/N x 100

A2.1.2 Keyboarding (QWERTY) shortcut keys: save and print

Outcome Measure		Data required to evidence outcome measure		
Tool Ref.	Keyboarding (QWERTY) shortcut keys: save and print	No. in cohort (N)	Score (S)	Calculation
1B.3	% of CYP with **Mild VI** at Y6 achieving age appropriate[2] shortcut key skills	No. of CYP with Mild VI at Y6	Number of CYP with Mild VI in the cohort where skills are established[2]	S/N x 100
	% of CYP with **Moderate VI** at Y6 achieving age appropriate shortcut key skills	No. of CYP with Moderate VI at Y6	Number of CYP with Moderate VI in the cohort where skills are established	S/N x 100
	% of CYP with **Severe VI** at Y6 achieving age appropriate shortcut key skills	No. of CYP with Severe VI at Y6	Number of CYP with Severe VI in the cohort where skills are established	S/N x 100
	% of CYP with **Profound VI** at Y6 achieving age appropriate shortcut key skills	No. of CYP with Profound VI at Y6	Number of CYP with Profound VI in the cohort where skills are established	S/N x 100
	% of CYP with **VI** at Y6 achieving age appropriate shortcut key skills	No. of CYP with VI at Y6	Number of CYP with VI in the cohort where skills are established	S/N x 100
	% of **Braille users** at Y6 achieving age appropriate shortcut key skills (using QWERTY keyboard)	No. of Braille users at Y6 (i.e. using screen reader software and short cuts/keystrokes for accessing this)	Number of Braille users in the cohort where skills are established[1]	S/N x 100

---

[2] Scores 3 (Skill established) on Tracking Tool

A2.1.3 Braille reading

Outcome Measure		Data required to evidence outcome measure		
Tool Ref.	Braille Reading	No. in cohort (N)	Score (S)	Calculation
1C.1, 1C.2 & 1C.3	% of **Braille users** at Y6 with age appropriate[3] or better Braille reading scores on the Neale Analysis of Reading Ability - Braille version 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

---

[3] Scores which are equal to or higher than 3 months below their CA

A2.2 Managing support needs

The following outcome measures relate to the achievements of CYP with VI in managing their own support needs at the end of KS2.

A2.2.1 Selecting the correct equipment and software

Outcome measure		Data required to evidence outcome measure		
Tool Ref.	Selects correct equipment/software	No. in cohort (N)	Score (S)	Calculation
2B.1	% of CYP with **Mild VI** at Y6 achieving skill[4]	No. of CYP with Mild VI at Y6	No. of CYP with Mild VI in cohort where skill is established[4]	S/N x 100
	% of CYP with **Moderate VI** at Y6 achieving skill	No. of CYP with Moderate VI at Y6	No. of CYP with Moderate VI in cohort where skill is established	S/N x 100
	% of CYP with **Severe VI** at Y6 achieving skill	No. of CYP with Severe VI at Y6	No. of CYP with Severe VI in cohort where skill is established	S/N x 100
	% of CYP with **Profound VI** at Y6 achieving skill	No. of CYP with Profound VI at Y6	No. of CYP with Profound VI in cohort where skill is established	S/N x 100
	% of CYP with **VI** at Y6 achieving skill	No. of CYP with VI at Y6	No. of CYP with VI in cohort where skill is established	S/N x 100

---

[4] Scores 3 (Skill established) on Tracking Tool

A2.3   Mobility (Travel, Orientation, Safety)

The following outcome measures relate to the achievements of CYP with VI in mobility (travel, orientation, safety) at the end of KS2.

A2.3.1 Travel: crossing a quiet road

Outcome measure		Data required to evidence outcome measure		
Tool Ref.	Travel: crossing quiet road	No. in cohort (N)	Score (S)	Calculation
3T.7	% of CYP with **Mild VI** at Y6 achieving skill[5]	No. of CYP with Mild VI at Y6	No. of CYP with Mild VI in cohort where skill is established[5]	S/N x 100
	% of CYP with **Moderate VI** at Y6 achieving skill	No. of CYP with Moderate VI at Y6	No. of CYP with Moderate VI in cohort where skill is established	S/N x 100
	% of CYP with **Severe VI** at Y6 achieving skill	No. of CYP with Severe VI at Y6	No. of CYP with Severe VI in cohort where skill is established	S/N x 100
	% of CYP with **Profound VI** at Y6 achieving skill	No. of CYP with Profound VI at Y6	No. of CYP with Profound VI in cohort where skill is established	S/N x 100
	% of CYP with **VI** at Y6 achieving skill	No. of CYP with VI at Y6	No. of CYP with VI in cohort where skill is established	S/N x 100

---

[5] Scores 3 (Skill established) on Tracking Tool

A2.3.2 Orientation: school layout

Outcome measure		Data required to evidence outcome measure		
Tool Ref.	Orientation: school layout	No. in cohort (N)	Score (S)	Calculation
3O.5	% of CYP with **Mild VI** at Y6 achieving skill[6]	No. of CYP with Mild VI at Y6	No. of CYP with Mild VI in cohort where skill is established[6]	S/N x 100
	% of CYP with **Moderate VI** at Y6 achieving skill	No. of CYP with Moderate VI at Y6	No. of CYP with Moderate VI in cohort where skill is established	S/N x 100
	% of CYP with **Severe VI** at Y6 achieving skill	No. of CYP with Severe VI at Y6	No. of CYP with Severe VI in cohort where skill is established	S/N x 100
	% of CYP with **Profound VI** at Y6 achieving skill	No. of CYP with Profound VI at Y6	No. of CYP with Profound VI in cohort where skill is established	S/N x 100
	% of CYP with **VI** at Y6 achieving skill	No. of CYP with VI at Y6	No. of CYP with VI in cohort where skill is established	S/N x 100

A2.3.3 Safety: asking for help

Outcome measure		Data required to evidence outcome measure		
Tool Ref.	Safety: asking for help	No. in cohort (N)	Score (S)	Calculation
3S.6	% of CYP with **Mild VI** at Y6 achieving skill[6]	No. of CYP with Mild VI at Y6	No. of CYP with Mild VI in cohort where skill is established[6]	S/N x 100
	% of CYP with **Moderate VI** at Y6 achieving skill	No. of CYP with Moderate VI at Y6	No. of CYP with Moderate VI in cohort where skill is established	S/N x 100
	% of CYP with **Severe VI** at Y6 achieving skill	No. of CYP with Severe VI at Y6	No. of CYP with Severe VI in cohort where skill is established	S/N x 100
	% of CYP with **Profound VI** at Y6 achieving skill	No. of CYP with Profound VI at Y6	No. of CYP with Profound VI in cohort where skill is established	S/N x 100
	% of CYP with **VI** at Y6 achieving skill	No. of CYP with VI at Y6	No. of CYP with VI in cohort where skill is established	S/N x 100

---

[6] Scores 3 (Skill established) on Tracking Tool

A2.4   Independent living (Dressing, Cooking, Social skills)

The following outcome measures relate to the achievements of CYP with VI in independent living (dressing, cooking, social skills) at the end of KS2.

A2.4.1 Dressing skills: independent dressing

Outcome measure		Data required to evidence outcome measure		
Tool Ref.	Dressing skills: independent dressing	No. in cohort (N)	Score(S)	Calculation
4D.4	% of CYP with **Mild VI** at Y6 achieving skill[7]	No. of CYP with Mild VI at Y6	No. of CYP with Mild VI in cohort where skill is established[7]	S/N x 100
	% of CYP with **Moderate VI** at Y6 achieving skill	No. of CYP with Moderate VI at Y6	No. of CYP with Moderate VI in cohort where skill is established	S/N x 100
	% of CYP with **Severe VI** at Y6 achieving skill	No. of CYP with Severe VI at Y6	No. of CYP with Severe VI in cohort where skill is established	S/N x 100
	% of CYP with **Profound VI** at Y6 achieving skill	No. of CYP with Profound VI at Y6	No. of CYP with Profound VI in cohort where skill is established	S/N x 100
	% of CYP with **VI** at Y6 achieving skill	No. of CYP with VI at Y6	No. of CYP with VI in cohort where skill is established	S/N x 100

---

[7] Scores 3 (Skill established) on Tracking Tool

A2.4.2 Cooking skills: snack preparation

Outcome measure		Data required to evidence outcome measure		
Tool Ref.	Cooking skills: snack preparation	No. in cohort (N)	Score(S)	Calculation
4C.6	% of CYP with **Mild VI** at Y6 achieving skill[8]	No. of CYP with Mild VI at Y6	No. of CYP with Mild VI in cohort where skill is established[8]	S/N x 100
	% of CYP with **Moderate VI** at Y6 achieving skill	No. of CYP with Moderate VI at Y6	No. of CYP with Moderate VI in cohort where skill is established	S/N x 100
	% of CYP with **Severe VI** at Y6 achieving skill	No. of CYP with Severe VI at Y6	No. of CYP with Severe VI in cohort where skill is established	S/N x 100
	% of CYP with **Profound VI** at Y6 achieving skill	No. of CYP with Profound VI at Y6	No. of CYP with Profound VI in cohort where skill is established	S/N x 100
	% of CYP with **VI** at Y6 achieving skill	No. of CYP with **VI** at Y6	No. of CYP with VI in cohort where skill is established	S/N x 100

A2.4.3 Social skills: shop purchases

Outcome measure		Data required to evidence outcome measure		
Tool Ref.	Social skills: shop purchases	No. in cohort (N)	Score(S)	Calculation
4Soc.6	% of CYP with **Mild VI** at Y6 achieving skill[8]	No. of CYP with Mild VI at Y6	No. of CYP with Mild VI in cohort where skill is established[8]	S/N x 100
	% of CYP with **Moderate VI** at Y6 achieving skill	No. of CYP with Moderate VI at Y6	No. of CYP with Moderate VI in cohort where skill is established	S/N x 100
	% of CYP with **Severe VI** at Y6 achieving skill	No. of CYP with Severe VI at Y6	No. of CYP with Severe VI in cohort where skill is established	S/N x 100
	% of CYP with **Profound VI** at Y6 achieving skill	No. of CYP with Profound VI at Y6	No. of CYP with Profound VI in cohort where skill is established	S/N x 100
	% of CYP with **VI** at Y6 achieving skill	No. of CYP with VI at Y6	No. of CYP with VI in cohort where skill is established	S/N x 100

[8] Scores 3 (Skill established) on Tracking Tool

-- End of Document –