

Workstream 4

Effective support for pupils with vision impairment in secondary schools

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Preface



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Workstream 4

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March 2015

Table of Contents

Foreword.....	5
About this report.....	5
1. Introduction	6
1.1 A note on pupils with multi-sensory impairment	6
2. Acknowledgements.....	7
3. Glossary.....	7
4. Terminology	8
5. Purpose of this guidance.....	8
5.1 Who is this guidance for?	8
5.2 How to use this resource	8
5.3 Promoting whole school inclusion.....	9
6. Working together to raise outcomes.....	10
6.1 The Qualified Teacher for children and young people with Vision Impairment (QTVI)	10
6.2 The habilitation specialist	11
6.3 The SENCO	12
6.4 The form/year/pastoral Lead.....	12
6.5 The subject teacher	13
6.6 Senior Management	13
6.7 Learning Support Assistants.....	14
6.8 Parents.....	15
6.8.1 Helping parents to support their child’s learning	15
7. Transition to secondary school	15
7.1 Challenges for pupils with vision Impairment	15
7.2 The transition plan.....	16
8. Vision Impairment and its impact on learning.....	17
9. How vision affects access to learning:	18
10. Accessible teaching and learning resources	19
11. Principles for modifying resources	20
12. Making print-based resources accessible	20
12.1 A note about copyright	20
13. Braille	21
14. Tactile pictures, diagrams, tables and charts	21
15. General Considerations for printed and tactile pictures and diagrams	21
16. Using Information and Communication Technology (ICT).....	22
17. Accessible Learning	22
17.1 Listening.....	23
17.2 Specific subject support.....	23
18. Accessible Environments	23
18.1 Environmental Considerations.....	24
18.2 Physical accessibility	24
18.3 Storage and labelling of resources.....	24
18.4 Lighting.....	25
18.5 Teaching position	25
19. Accessibility Plans	25
19.1 Considerations:	25
19.2 Supporting Social and Emotional development	26
19.3 Why are social skills important?	26
20. Exam Access Arrangements.....	27
20.1 General Qualifications	27
20.2 Modified Materials	27
21. Transition on Leaving School	28

Foreword

Education is not simply about making schools available for those who are already able to access them. It is about being proactive in identifying the barriers and obstacles learners encounter in attempting to access opportunities for quality education, as well as in removing those barriers and obstacles that lead to exclusion.¹

Salamanca Statement

About this report

This report is part of a suite of documents available on the NatSIP Website, including:

- Effective support for pupils with VI in secondary schools (this report)²
- Appendix I: VI terminology³
- Appendix II: Common vision impairments⁴
- Appendix III: Resources and information⁵
- Appendix IV: Developing an access plan⁶

Plus a series of advice sheets:

- Advice Sheet A: Possible indicators of vision impairment⁷
- Advice Sheet B: Providing accessible printed text⁸
- Advice Sheet C: Whiteboards and interactive whiteboards⁹
- Advice Sheet D: Impact of VI on access to learning¹⁰
- Advice Sheet E: Environmental questions¹¹

¹ http://www.unesco.org/education/pdf/SALAMA_E.PDF

² https://www.natsip.org.uk/index.php/doc-library-login/doc_details/903

³ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/897

⁴ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/898

⁵ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/899

⁶ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/900

⁷ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/894

⁸ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/895

⁹ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/896

¹⁰ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/901

¹¹ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/902

1. Introduction

This document is for those members of staff working with pupils with vision impairment in secondary schools. It is intended to be an overview of how support can be effective in supporting and raising outcomes for pupils with vision impairment.

For specific advice in relation to teaching and learning strategies to support the unique learning and curriculum access needs for an individual pupil with vision impairment, it is strongly recommended that schools always work with a Qualified Teacher for children and young people with Vision Impairment (QTVI) and/or the Advisory Teacher for children and young people with Vision Impairment (ATVI) in their local authority specialist educational sensory impairment support service.

1.1 A note on pupils with multi-sensory impairment

This document focuses on pupils with vision impairment, but there may be those pupils with both a vision and a hearing loss in a school.

A child or young person with impairments of their vision and hearing is described as having *multi-sensory impairment* (MSI), which may also be referred to as dual sensory impairment or loss.

Pupils with MSI require differentiation of materials for access and response. Work must be delivered at an appropriate pace to allow sufficient time for the individual to receive, process, formulate a response to and respond. Consolidation and pre teaching is required to compensate for the impact of significantly reduced incidental learning.

Supportive technology may be in use as may modified methods of communication. Examination arrangements will be required to reflect the students usual way of working.

For specific advice in relation to teaching and learning strategies to support the unique learning and curriculum access needs for an individual pupil with multi-sensory impairment, it is strongly recommended that schools always work with a Qualified Teacher for (children and young people with) Multi-sensory Impairment (QTMSI) and/or the Advisory Teacher for (children and young people with) Multi-sensory Impairment (ATMSI) in their local authority specialist educational sensory impairment support service.

(See: *Guidance for effective working with MSI Teaching Assistants* published by NatSIP¹² and the document *A curriculum for multi-sensory impaired children* published by SENSE¹³)

¹² https://www.natsip.org.uk/index.php/doc-library-login/doc_details/398

¹³ http://www.sense.org.uk/sites/default/files/MSI_curriculum1.pdf

2. Acknowledgements

This guidance has been prepared as part of the Workforce Development workstream within NatSIP with funding from the DfE, with the aim of improving outcomes for children and young people with vision impairment. The work was led by Judy Sanderson (NatSIP) in association with colleagues in the sensory impairment sector.

Contributions were gratefully received from the following:

- Berkshire, Sensory Consortium Service
- Coventry, Vision Impairment Service
- Dorset, Vision Support Service
- Kent, Specialist Sensory Impairment Team
- NatSIP, National Sensory Partnership
- NDCS, National Deaf Children’s Society
- Northamptonshire, Visual Impairment Team
- RNIB, Inclusive Education
- SfS, Sight for Surrey
- Surrey, Physical & Sensory Support Service
- VIEW, Vision Impairment, Education and Well-being
- Wandsworth, Vision Support Service

3. Glossary

The following abbreviations have been adopted in the text:

ATVI	Advisory Teacher for (children with) Vision Impairment
ATMSI	Advisory Teacher for (children with) Multi-sensory Impairment
CPD	Continuing Professional Development
CYP	Children and Young People
DfE	Department for Education
ICT	Information and Communications Technology
IEP	Individual Education Plan
LSA	Learning Support Assistant
MSI	Multi-sensory impairment/impaired
NatSIP	National Sensory Impairment Partnership
QTMSI	Qualified Teacher for (children with) Multi-sensory Impairment
QTVI	Qualified Teacher for (children with) Visual Impairment
RNIB	Royal National Institute for Blind People
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
VI	Vision Impairment/Visually Impaired
VIEW	Vision Impairment, Education Well-being

4. Terminology

The term *vision impairment* (VI) refers to a range of difficulties that cannot be corrected by glasses, contact lenses or surgery. Vision impairment is categorised as mild, moderate, severe, or profound; partial sight or blindness. For brevity, VI will be used in this guidance to represent these difficulties.

A *qualified habilitation specialist* can demonstrate a high level of competence in habilitation work and is the lead specialist in the delivery of habilitation training for a child or young person. In many services, these workers are also called paediatric mobility officers, but it is generally accepted that the term habilitation for children and young people with VI refers to both mobility and independence learning skills (ILS) training to support independent travel, confidence and independent living skills.

The term *parent* is used to also refer to the child's carer with parental responsibility.

There are many terms used to describe non-teacher support for pupils; for example, learning support assistant, teaching assistant, support assistant, special needs assistant; for brevity the term *learning support assistant* (LSA) will be used in this guidance, as it is the learning that is being supported.

In different parts of the UK, the terms special educational needs coordinator, inclusion manager or additional learning needs coordinator are used. For brevity, the term *special educational needs coordinator*, and the corresponding abbreviation *SENCO* will be used in this guidance.

The term *qualified teacher of the visually impaired* and its acronym *QTVI* is used throughout to define a teacher who has achieved an additional mandatory qualification in the education of children and young people with vision impairment and includes the peripatetic *advisory teacher for vision impairment* (ATVI) in a local authority specialist education service.

5. Purpose of this guidance

5.1 Who is this guidance for?

This guidance is for all members of staff who work with VI pupils in a secondary school. It provides guidance on ensuring there is effective support so that:

- teaching strategies engage VI pupils in learning, enabling them to develop key skills and make sustained progress with raised achievement narrowing any attainment gap with other children
- VI pupils are included in the whole life of the school with well-organised, imaginative and effective opportunities for learning and a broad range of experiences that contribute to their achievement and spiritual, moral, social and cultural development
- independent learning is encouraged.

Vision Impairment is not a learning disability and, given the right support, pupils with vision impairment can make the same progress as fully-sighted pupils of similar cognitive ability.

5.2 How to use this resource

The school's SENCO, with the support of the QTVI or local specialist educational support service for sensory impaired children, can use this resource to support interventions and advice to meet individual needs.

This resource gives a general overview only and strongly recommends that schools always work with a QTVI for specific advice in relation to supporting a VI pupil's learning and curriculum access needs.

5.3 Promoting whole school inclusion

Recent legislative changes¹⁴ have had a significant impact on the education of children and young people with SEND. They placed responsibilities on all educational settings, in both policy and practice, to reflect these changes through inclusive opportunities for learning and living for all children and young people with SEND, to promote their achievements and outcomes and to use resources in the fairest and most effective way possible.

All schools are now expected:

- to 'narrow the gap' between different groups of pupils in their schools, including those with SEND and others who do not have SEND, supporting them to achieve the best possible educational and other outcomes
- to be proactive in removing any known barriers that might impede pupils' smooth personal and educational development and progress. Under the Equality Act (2010) and Reasonable Adjustments Update (2012) there is a clear duty placed on schools (and others) to ensure that pupils have access to the support they need to overcome barriers to their learning and inclusion and to monitor carefully how effective they are in enabling access and inclusion for all. This includes ensuring that school premises provide an accessible environment that enables effective teaching and learning
- to have regard to the views, wishes and feelings of children, young people and their parents, and involve them as fully as possible in decision-making, providing the information and support to enable them to do so.

The real changes that are going to have to be made through the Children & Families Act¹⁵ relate to the intended changes in culture; change in settings so that they become inclusive learning environments happens when it is based on inclusive values.

Inclusion is an issue of equality of opportunity for all to ensure that all children and young people have the opportunity to develop to their full potential, play a full part as active citizens and take their place in society. Effective provision for children and young people is a key challenge and is vital for the creation of a fully inclusive society, a society in which all see themselves as valued.

An inclusive learning environment puts the individual at its heart and nurtures and supports learning through pedagogic strategies, methods, adjustments and approaches that are effective and respectful and encourages high expectations and achievement. An inclusive learning environment is not designed to support the few at the expense of the many; it is designed to support everyone.

VI pupils cover the whole range of ability. They have the same potential to attain and achieve as other pupils given the right levels of support and access to the curriculum.

Most teaching and learning takes place through the main senses of sight and hearing, presenting pupils who have vision difficulties with particular challenges which need to be addressed with support from all those working with them.

¹⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

¹⁵ www.legislation.gov.uk/ukpga/2014/6

6. Working together to raise outcomes

6.1 The Qualified Teacher for children and young people with Vision Impairment (QTVI)

QTVIs hold a specialist mandatory qualification (MQ) which is based on a wide range of learning outcomes set out in a national specification.

QTVIs carry out a central role in the education of children and young people with vision impairment from birth, working in homes, early-years settings, schools and post-16 settings.

Regular consultation by schools with a QTVI is recommended so that they can advise and support school staff and parents in implementing appropriate interventions and strategies to meet individual pupils' need, as well as next steps. This will include advice on extended school activities to support the curriculum.

The QTVI may undertake direct teaching that will address the unique needs of the pupil with vision impairment, and may include teaching specific skills, eg braille skills.

The QTVI and mainstream teachers meet regularly to discuss and plan the needs of children and young people with visual impairment, their progress, their learning style and how the curriculum needs to be differentiated.

The QTVI will be able to provide support and training to the school staff and advise on all areas of the pupil's development. In terms of supporting the work of the school the QTVI can:

- support pupils through transition into secondary from primary education
- undertake specialist assessments to inform the setting of learning objectives and provision of appropriate support strategies
- advise on how VI pupils can access learning activities
- advise on access arrangements for exams
- informally assess learning environments for accessibility and health and safety, and support in reviewing access plans (in line with the Equality Act)
- support the planning of lessons
- advise on the outcomes that may reasonably be expected for VI pupils when support is sustained and developed effectively over time
- advise on the use and maintenance of specialist equipment
- liaise and work with habilitation specialists on mobility and independence skills
- support pupils through transition into post-16/FE provision and into independent adulthood.

6.2 The habilitation specialist

The habilitation specialist provides orientation, mobility and life skills training on an individual basis for any child or young person who may have significant vision impairment or combined sight and hearing loss. The aim is to enable development of skills to live and travel safely, independently and with confidence, both now and in the future.

Parents, QTVIs and teachers have a key role in working with habilitation specialists to set targets and to reinforce new skills.

A range of mobility and life skills, depending on need, could consist of:

- Understanding the parts of the body and how they move
- Posture and walking style, and how to skip or run
- Spatial concepts and orientation
- Auditory skills – for instance using hearing to identify car sounds and to judge traffic flow
- Use of any remaining vision
- Understanding environmental features
- How to safely use public transport
- Skills to prepare for using a cane, such as moving in a straight line
- Cane skills
- How to learn the way around new place
- Road safety, including road crossings
- Use of technology such as GPS
- Learning how to use all of the senses together
- Use of low vision aids such as magnifiers
- Wheelchair mobility
- Personal organisation skills
- Shopping skills
- Self-advocacy and social skills
- Personal care skills
- Personal safety
- Managing money.

The requirement for forward planning and transition planning is extremely important.

(See also in this document [§21. Transition on Leaving School](#))

Secondary education brings not only greater academic demands, but also the need for preparation for adulthood. The school is larger, the number of pupils is likely be greater and they have to move from class to class, maybe from building to building. This poses a huge challenge for the vision impaired pupil from day one.

6.3 The SENCO

SENCOs should:

- ensure the school receives all information on the pupil's vision impairment and its implications, to plan for starting in September
- ensure any required specialist resources, adjustments to the classroom and support staff are in place for the start of term
- with the assigned QTVI, discuss and plan the needs of VI pupils, their progress, their learning style and how the curriculum needs to be differentiated and/or modified to meet individual needs
- ensure that pupils with VI find the curriculum relevant to their needs and appropriately challenging and motivating. They understand the purpose of learning activities and what they have to do to achieve the objectives and have high expectations
- arrange for staff training, such as vision awareness training with the QTVI
- ensure that LSAs have the knowledge and skills to support the pupil, including braille skills where appropriate.
- support the school's contribution to 14–19 transition planning
- liaise with the examination officer to ensure access to examinations arrangements are in place
- make quality assurance arrangements to ensure pupils with VI are accessing teaching and learning (for example, tracking and classroom observation, pupil feedback)
- ensure the school makes reasonable adjustments necessary to ensure all pupils are treated equally
- ensure the whole school fosters a positive attitude to vision impairment.

6.4 The form/year/pastoral Lead

Form/year teachers and/or heads of pastoral support should:

- get to know the pupil and the impact of their vision impairment
- ascertain QTVI advice with regard to the different type and level of support pupils with VI require to access different aspects of the curriculum so that the support is appropriate to the lesson being taught. This will also include advice on extended school activities to support the curriculum.
- be aware of the pupil's communication needs and know how to communicate with them
- understand the benefits of low vision technologies
- ensure pupils with VI are treated as individuals and feel valued and part of the school community and that they take on roles of responsibility within the school and have opportunities to contribute to decision making within the school
- ensure that pupils with VI have the opportunity to participate in school clubs and activities
- ensure there are opportunities for pupils with vision impairment to mix together and establish true and equal friendships
- ensure that the achievements of pupils with vision impairment are celebrated
- identify the pupil's social needs and support their socialising and friendships, offering pastoral support
- encourage form/year members to understand the VI pupil's needs and the support they can give
- help ensure there are effective home-school links, encouraging parents to express any concerns or worries

- ensure behaviour management strategies take account of the pupil's vision impairment
- promote the development of independence skills.

6.5 The subject teacher

Subject teachers should:

- understand the pupil's needs and the implications for accessing lessons
- adapt the teaching approach to ensure the pupil can access teaching and learning
- work with LSAs to ensure access to teaching and learning with a focus on targets and learning goals
- communicate effectively with the VI pupil
- understand and use low vision technologies effectively
- assess and track the pupil's progress and report back to the SENCO every term
- identify gaps in learning and set ambitious targets
- liaise with and meet parents, and review approaches as a result of any discussion
- understand and respond to specific behaviour management advice
- promote the development of independence skills
- engage in professional development to help meet the above.

6.6 Senior Management

School senior management, with oversight from the governing body, should:

- ensure that pupils with vision impairment develop the knowledge, skills and self-esteem to be able to identify and manage risks and situations in which they are, or may become, vulnerable (including using the internet or the ability to resist peer pressure)
- ensure the social, moral, spiritual and cultural curriculum and the teaching of personal safety skills are adapted to meet the needs of pupils with vision impairment, and is fully accessible to them
- ensure that pupils with vision impairment receive their entitlement to formal habilitation training, from a suitably qualified Habilitation Specialist and that curriculum entitlement is protected. For example, withdrawal for mobility training sessions takes place at different times so that it is not always the same lesson that is missed
- ensure that there are systems in place so that a pupil with VI knows there is a trusted adult mentor they can talk to if they are experiencing difficulties. The trusted adult mentor understands and has knowledge of child protection policies and procedures
- ensure that the school's anti-bullying and discrimination policies and procedures ensure that pupils with VI are not bullied or teased about their vision impairment. Incidents are dealt with and recorded appropriately
- ensure that risk assessments are in place that carefully evaluate health and safety risks in relation to any activities including work experience and environments both inside and outside school.

6.7 Learning Support Assistants

LSAs assigned to working with pupils with a vision impairment in a secondary school should be providing support, as directed by the subject teacher/tutor, that underpins VI pupil engagement, on-task behaviour and motivation that focuses on learning and fosters independence, and that encourages pupils to use their own learning strategies.

They should be:

- providing support which is clearly focused on moving the pupil on
- ensuring objectives and expected outcomes for any session clear to the pupil
- ensuring that there are strategies to reduce over-dependency
- ensuring that support facilitates interaction between pupil and peers and does not inadvertently act as a barrier to interactions
- supporting pupils to relate to and transfer skills and knowledge from withdrawal context to main lesson
- copying/dictating work from the board, reading text and providing verbal explanations of demonstrations, DVDs, diagrams, etc.
- assisting the pupil with practical tasks, ensuring their safety and keeping them on task.
- supporting the pupil with the use of equipment.
- assisting with any additional learning or physical difficulties the pupil may have
- monitoring the pupil's ability to work independently.

LSAs do not have the ultimate responsibility for the behaviour, discipline and teaching of a particular pupil. In all of these areas they should be supported by teaching staff.

The success of LSA support is dependent on close liaison between the QTVI and the teaching staff.

The LSA's time will need to be deployed for liaising with teachers and the QTVI and collecting work in advance to be adapted and modified. If work has been adapted appropriately the pupil should have no difficulty in accessing the same work as his/her peers. Pupils with VI should receive resources at the same time as, or in advance of, their peers.

Ideally, some of the LSA's directed time should be deployed for planning and where it has been felt that a pupil's vision has inhibited his/her learning, 'post-teaching' or reinforcement work as directed by the teacher.

Effective support will enable the pupil to develop the skills necessary to become an independent earner, competent, confident and valued within the school and the wider community.

(See the document *Raising the achievement of pupils with a visual impairment: Effective working with Teaching Assistants in schools* published by NatSIP¹⁶)

¹⁶ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/400-natsip-ta-guidance-vi-final-june-2012

6.8 Parents

Parents play a key role in supporting their VI child's achievement. They can provide useful information about their child's needs, development and how they can be supported at home. Talking to them before admission will help SENCOs get important information about the VI pupil's needs. It can be useful to maintain a close relationship between the school and the parents.

6.8.1 Helping parents to support their child's learning

Many parents will want to support their child's learning. Teachers can help by:

- explaining any tasks that their child should practise
- sharing any challenges their child might face and discussing how to respond
- providing details on topics their child will be learning and how they can help support this at home.

Parents often help their child practise specific skills such as touch typing, braille, and mobility and independent living skills. They can reinforce new concepts and learning. It is important to keep in contact with parents to ensure this support is enjoyable and stress-free. Like all pupils, VI pupils need time to relax and enjoy extracurricular activities so they should not be too demanding.

Parents value receiving regular, up-to-date and accessible information about their child's:

- progress against targets and the measures being taken to address any difficulties they may be experiencing
- participation in school life, including developing social skills and friendships.

It is important to plan with parents when, how and how often they will receive this information.

7. Transition to secondary school

7.1 Challenges for pupils with vision Impairment

Moving from primary to secondary school can be daunting for any pupil. For pupils with vision impairment there are extra challenges that they may encounter:

- the location, size and complexity of their secondary school with frequent changes of classes and rooms, and buildings
- the challenge of reading timetables and site-maps
- extra equipment to carry round causing added concerns about negotiating distances, stairs etc., and arriving at lessons on time
- the length of lessons and organisation of extra-curricular activities and day-to-day procedures
- frequent changes of teaching staff, with varying teaching styles, expectations and ease of communication
- varying vision awareness levels among staff and pupils
- more demanding subject content
- making new friendships
- differing expectations of behaviour and independence.

Transition is a process, not a one-off event, which requires both time and commitment.

It is a process of:

- building relationships and understanding with the aim of supporting pupils in their transition
- identifying barriers to a pupil's learning and any adjustments that can be made.

It is important for the school's SENCO and tutor to work with parents, the pupil, primary school, QTVI and Habilitation Specialist, where appropriate, to develop a transition plan that helps overcome these potential challenges and ensure a successful start.

7.2 The transition plan

A good transition plan will:

- be prepared well in advance of the pupil starting to give time for the support arrangements to be put in place
- clearly identify the member of staff responsible for preparing the plan and coordinating its implementation
- involve the pupil and his or her parents and address any concerns that they have
- be based on a thorough analysis of the pupil's needs and strengths including information from specialist assessments where necessary
- set out what needs to be done to meet the pupil's needs including:
 - family engagement and liaison
 - communication between all parties (families and school)
 - transport
 - building access and/or any necessary adaptations
 - LSA support
 - advice and engagement with QTVI and/or other agencies as necessary
 - advice and engagement with Habilitation Specialist re orientation programs
 - VI awareness training of staff
 - opportunities for several pre-visits to secondary school to facilitate orientation training
 - any modification/differentiation to ensure curriculum access
 - what modifications need to be done 'in house'. The resource production that the school will be responsible for, e.g. enlarged print or braille
 - provision of equipment i.e. laptop, braille equipment, printer, scanner, CCTV etc. so that the school is aware of what they will have to work with and what the school may have to provide
 - whether the QTVI will provide any specialist input such as teaching braille, use of low vision aids, mobility etc. Consideration will need to be given to this when timetabling for the VI pupil
 - timescale for delivery.

8. Vision Impairment and its impact on learning

It is estimated that over 40% of the brain is devoted to visual function. (Professor Gordon Dutton, Consultant Paediatric Ophthalmologist, Royal Hospital, Glasgow).

Pupils with VI cover the whole ability range. Many children are born with their vision difficulty while others may develop it later in life. Some conditions are progressive and the child's vision may deteriorate as a result.

In most circumstances, pupils with VI who receive additional support in school require adaptations to their environment and specific differentiation of learning materials. They may also use specialist equipment to enable them to access the curriculum through visual, tactile or auditory means. No two VI pupils will require the same specific support.

Pupils with VI may require specific, targeted support in order for them to be fully included within their mainstream classrooms. This has implications for classroom management, lesson resources and the school environment.

Pupils with VI often need to access the curriculum through modified and adapted learning materials. This may be in the form of enlarged, bold text and pictures or diagrams –

(See Advice Sheet B: Providing accessible printed text¹⁷)

Although learning to write in their own handwriting script is important, it may be helpful for some VI pupils to complete a course in touch typing and produce their work on a laptop/computer. Partially sighted pupils make up the majority of vision impaired learners. Their needs vary considerably and many are able to work with normal print. Paradoxically, the fact that they may appear to cope can in itself create difficulties, as it may lead to their very real needs being underestimated or overlooked.

There may be pupils with VI who need to access the curriculum tactually and through speech. Pupils who are educationally blind have insufficient sight to work through the visual medium of print, relying instead on their other senses. For many pupils this may involve working through touch via braille. Work may be produced on e.g. a Perkins brailier, a braille note-taker computer or be touch typed on an ordinary laptop computer with speech software. However, being educationally blind does not necessarily mean that a pupil has no useful vision; many braille-reading pupils retain some vision which may serve them well both in and out of the classroom; for example, for close observation of practical work, or for independent mobility.

Among those pupils who are completely blind it is important to distinguish between those who have had some sight in the past and those who have never seen. The ability to grasp certain visual concepts may be greatly influenced by whether the person concerned has ever had direct visual experience of the world around him or her.

Schools can support braille users to feel included by introducing basic braille to peer groups, holding braille awareness activities or braille clubs.

Teachers working with a pupil with VI need to be aware of answers to the following questions. It may be appropriate to ask the pupil directly, but also to consult with the SENCO and/or QTVI:

- Is the pupil's sight stable or is it variable? If so, under what conditions?
- What is the extent of the pupil's effective distance vision; for example, for reading from the whiteboard?
- What size and style of print can the pupil read comfortably?
- Is the field of vision normal or restricted? For example, is peripheral vision reduced or are areas within the visual field missing? How does this affect the pupil's ability to work with diagrams, maps, scientific instruments etc?
- Is there an optimum time over which the pupil is able to use his or her sight efficiently before visual fatigue sets in?

¹⁷ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/895

- How competent is the pupil in moving around the classroom independently and safely?
- Does the pupil have particular preferences regarding the classroom environment, such as the nature of the lighting, seating position, or the use of the whiteboard?

Teachers working with a pupil using tactile media need to be aware of the answers to the following questions. It may be appropriate to ask the learner directly, but also to consult with the SENCO and/or QTVI:

- How much sight, if any, does the pupil possess? How useful is it and for what activities?
- What level of skill does the pupil demonstrate in braille and other tactile skills? In particular, what is his or her speed of reading?
- What experience of the visual world, if any, does the pupil have?
- Has he or she ever seen and, therefore possesses any visual memory?
- Does the pupil tire easily? Is there an optimum period of time over which he or she can work efficiently?
- How competent is the pupil in moving around the classroom independently and safely?

In general terms, the more severe a pupil's vision impairment, the greater the barriers to participation and learning will be, and the more they will need carefully targeted support to include them in school. However, a pupil's needs should always be looked at on an individual basis. For example, additional factors, such as cognitive difficulties, may mean that some pupils with vision impairment may have higher support needs than others with a more severe loss of vision.

Vision impairment is not a learning difficulty. Vision impaired pupils have the same range of intelligence and abilities as their sighted peers. So it is important to have equally high expectations. However, between a third and a half of all pupils with VI have some additional needs which may also affect their learning.

9. How vision affects access to learning:

- Academic progress - particularly in reading and writing and concept development, as vision impaired pupils may not have access to the incidental learning through vision that is available to sighted pupils. It is helpful to check that learners are familiar with a concept before asking them to do work related to it. For example, before asking learners to design an advertising poster or the front page of a newspaper, check that they understand the key features. If necessary, provide some pre-teaching, perhaps with a LSA, so they can participate fully with other pupils during the lesson. Print may need to be modified, or pupils may need to use specialist reading aids such as magnifiers. Teachers need to work closely with the QTVI and/or SENCO to make sure appropriate materials are provided.
- Speed of working and access to information - most vision impaired pupils will take longer to complete a task, but this should not be seen as reflecting on their ability. Pupils with particular vision impairments may have difficulties with skimming and scanning to find information on a page. Their reading can be slower and they may tire easily. It is often useful to allow pupils to take materials home to read before they are used in lessons so that the pupil can take part in activities rather than spending their time trying to read the material.
- Communication skills - particularly reading and writing. Many pupils with VI will need to learn specialist skills such as touch typing and/or braille to enable them to read and write on equal terms. The assigned QTVI will advise re these.
- Mobility and environmental awareness - a lack of incidental visual knowledge means that many pupils, especially those with more severe vision impairment, will need to be taught the skills to navigate their environment independently and safely. There should be opportunities to develop mobility and independent living skills in and around the school.

- Social interaction - vision impairment reduces the ability to recognise non-verbal clues such as body language and facial expression. This can impact on self-esteem, particularly if pupils experience negative attitudes and stereotyping. Consideration should be given to specific social skills training for pupils with vision impairment, including analysis and discussion of social situations and use of role-play with opportunities for awareness raising and discussion of social inclusion issues for sighted peers. There should be regular training and updates for school staff. It is important to ensure that pupils with a vision impairment get the opportunity to meet with others who have a vision impairment (e.g. via clubs and the internet).

With appropriate support and understanding the impact of the above can be minimised or removed altogether.

It may be helpful to think of support as involving two main strategies:

- **Access to learning.** The emphasis here is on providing the pupil with experiences and resources to provide the most direct route to learning through ensuring the curriculum is accessible across the full range of subjects and activities and is differentiated to meet individual needs.
- **Learning to access.** The emphasis here is on encouraging the pupil to develop the skills to access the curriculum independently and to provide opportunities so that the pupil develops the ability and confidence to become an independent learner.

The balance between these two strategies should be planned to develop over time from 'access to learning' to 'learning to access' so that pupils become increasingly less reliant on adult support as they grow older.

The assigned QTVI will be able to advise on teaching, learning and support strategies

(See also Advice Sheet D: Impact of VI on access to learning¹⁸)

10. Accessible teaching and learning resources

Accessible materials reduce the amount of support that pupils with vision impairment need. In mainstream schools, teachers are likely to have to modify (or direct LSAs to modify) curriculum resources for just one or two pupils in a class of fully sighted pupils. There are a number of general principles that can make the process of modifying resources more manageable for staff and pupils with VI.

Preparation of materials for individual lessons depends on liaison between staff. This is the key to success and building up relationships between subject teachers and the person responsible for producing adapted materials is crucial. Support staff need lesson information at least a week in advance wherever possible in order to prepare suitable modifications for individual lessons. Pupils with VI should receive resources at the same time as their peers.

It is important to find out the most appropriate way to present materials for individual pupils. Different pupils will have different requirements, depending on their particular vision impairment

(See Appendix II: Common vision impairments¹⁹)

Modifications needed should be discussed with the QTVI, SENCO, the VI pupil themselves and/or their parents

LSAs have a crucial role in enabling schools to understand and meet the needs of pupils with VI and are often responsible for producing modified materials for them. LSAs who are qualified and experienced in supporting learners who have VI play an important part in making sure teaching and learning resources are accessible and prepared in good time for lessons.

¹⁸ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/901

¹⁹ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/898

11. Principles for modifying resources

Some of the principles for managing the preparation of resources for vision impaired pupils are to:

- Plan ahead so that teachers/support staff have time to modify materials before the lesson.
- Make sure support staff know exactly what is required and by when.
- Consider producing all materials in an accessible font size and typeface to reduce the amount of modification needed – this will also help other learners, eg those with dyslexia/specific learning difficulties. (See Advice Sheet B: Providing Accessible Printed Text²⁰).
- Prepare resources on a computer so that they can be saved and modified easily to produce different versions.
- Provide electronic copies of resources for older pupils so they can put them into their preferred format themselves, using generic or pre-set functions on their own computers.
- Allow pupils to submit written work electronically wherever possible, and add comments electronically so that they are also accessible to pupils.
- Give extra time, if needed, for pupils with VI to process information and complete tasks – think about the simplest form of resource that will enable them to meet, or demonstrate that they have met, the learning outcomes.
- Look for resources already available in a suitable modified format. (See Advice Sheet B: Providing Accessible Printed Text).

12. Making print-based resources accessible

Many pupils with vision impairment can use print-based materials. With appropriate low-vision aids (magnifiers etc.), even pupils with very little sight can use standard sized print for some purposes. In many cases, however, enlarging the print can make reading easier. The preferred print size will vary, depending on:

- a pupil's vision impairment
- the nature of the task, and
- the complexity of the text.

For some pupils with VI, enlarging the print may not help. For example, pupils with a severe visual field loss may have only a small working area of vision, so making the print larger would mean they would see even less in each fixation. Other eye conditions may make reading tiring, or make it difficult for pupils to scan a text or keep their place. The QTVI, SENCO, or pupils themselves will be able to advise about the implications of a particular eye condition for close work and for reading the whiteboard.

12.1 A note about copyright

Schools can enlarge a complete book, to print size N16 or more, if a copy is already in their possession, and where no enlarged copy has been published, for the use of a VI pupil.

(See the NEN guidance *Copy rights and wrongs*²¹ and also see the *Copyright Licensing Association* web site²²).

²⁰ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/895

²¹ <http://www.copyrightsandwrongs.nen.gov.uk/>

²² http://www.cla.co.uk/copyright_information/copyright_information

13. Braille

Modifying learning resources for braille users is a time-consuming and skilled task, and will normally be organised by QTVIs. Teachers need to communicate effectively with the QTVI to make sure braille resources are available for pupils in time for the lessons when they need them.

Additional time will always be required for reading braille. Even the most competent braille readers read more slowly than a sighted person reading print.

Not all pupils with little or no sight will use braille as their main way of accessing text. Many blind pupils learn to touch type and use laptops with screen readers in lessons. Laptops have a number of advantages over braille machines in that they are lighter to carry and quieter. Work can be given to pupils by e-mail or on a memory stick, completed using a screen reader and printed out in text or in braille, as required.

14. Tactile pictures, diagrams, tables and charts

Alongside braille resources, pupils with little or no sight but good tactile skills may also use tactile resources such as pictures, diagrams, charts and graphs to gain access to curriculum information. Pupils need to be taught how to interpret tactile diagrams.

Tactile pictures/diagrams can be useful when:

- a picture/diagram is not easy to describe in words
- the skill being taught requires the use of this format, eg maps in geography
- the shape or pattern are vital to understanding a concept
- scale is important, and/or
- the real object is unavailable.

Tactile resources are often produced using heat-swell paper. A simplified version of the picture/diagram is printed or photocopied in black and white onto specially coated paper, which is then fed through a heat machine that raises all the black areas. Other tactile resources can be made using 'Wikki Stix', thermoform technology or embossed braille paper. Increasingly, pictures and diagrams on websites have an audio description that can be read by a screen reader.

Pupils with vision impairment will have different needs and preferences, so it is essential to liaise re modification of pictures, diagrams, tables or charts with the QTVI, the SENCO and/or the pupil themselves.

15. General Considerations for printed and tactile pictures and diagrams

Is it essential? Tactile diagrams and pictures take considerable time and skill to make and interpret. In many cases, the time needed to produce and interpret a tactile diagram may outweigh the advantages of producing a diagram, for example if it does not add information to the text.

What information is essential? Modify pictures and diagrams to reduce the visual/tactile demand and to leave only the essential information. Some pupils with VI will only see or feel small sections of a picture or diagram at a time, and will need to piece the sections together mentally to appreciate the whole thing. Other pupils with VI will find it difficult to scan to find key information eg information embedded in a table of non-essential information.

Could the information in the picture/diagram be replaced with a written description or with a real object or model? A written description can give the pupil information about the picture or diagram, plus, where necessary, additional information to provide a context that might be unfamiliar to the pupils with VI. Some pupils with VI may find the concept of a 2D diagrammatic or pictorial representation of the real world

difficult to grasp, so real objects can be more meaningful. The QTVI will be able to advise on making information accessible.

16. Using Information and Communication Technology (ICT)

ICT has enormous potential to support the learning for pupils with VI across the age and ability range. In recent years technology has enhanced learning experiences for all CYP. Because of the ability to customise and adapt equipment that is responsive to the user's needs and skills, it is particularly significant as a tool in the education of pupils with vision impairment and other special needs. As well as providing an important alternative means of access on an individual basis (eg through the use of a laptop or braille device for reading and recording in lessons) assistive technology can also provide pupils with access to the many mainstream ICT-based resources that increasingly form part of all pupils' teaching and learning.

(See Advice Sheet C: Whiteboards and Interactive Whiteboards²³).

While technology is an essential tool in the successful inclusion of many VI pupils, it is not an automatic solution in its own right. Input from an appropriate specialist is needed to identify the right technology for an individual pupil and many solutions will involve extensive training before a pupil is competent in using them independently in the classroom.

Because changes in technology take place so rapidly it is impossible to capture the current state of play in a single written guide.

(See also the RNIB information on assistive technology²⁴).

17. Accessible Learning

Learning can be made more accessible to pupils who have vision impairment by adopting a multi-sensory approach – for example, using audio or tactile resources alongside or instead of visual resources.

(See Advice Sheet D: Impact of VI on access to learning²⁵)

As pupils progress through school, they may find that handwriting is an inefficient way to record their work. Many will be taught typing skills to reach the same standard of speed and neatness as sighted pupils

Most pupils who write braille begin by using a mechanical Perkins braille. When the pupil presses the keys, raised letters are embossed onto paper, which is fed manually into the braille. For practised pupils, a variety of electronic braille-writing devices are available. On these machines the output may be a tactile display on the front of the machine, as well as speech output. Pupils' work can be downloaded and printed out in text or embossed into braille.

Many pupils with severe vision impairment use touch typing to complete work in most subjects on a conventional desktop or laptop computer, with software that enables them to record and retrieve information using synthesised speech. Teachers can supply work by e-mail or using a memory stick, and pupils can return work in the same way.

However, in some subjects such as mathematics, most pupils still use a manual braille because it allows them to lay out and check their work easily. In these instances, pupils' braille will need to be transcribed for marking. This may be done by a LSA qualified in braille. In schools with VI resource bases, it may be done by a braille technician.

²³ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/896

²⁴ <http://www.rnib.org.uk/information-everyday-living/using-technology>

²⁵ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/901

17.1 Listening

Some VI pupils may find it more efficient to process information through listening than through seeing. Many older students, and college and university students, rely heavily on recording devices to take notes or listen to audio books. It is important to remember that pupils' listening skills need to be developed, as the hearing of VI pupils does not automatically improve to compensate for their lack of vision.

17.2 Specific subject support

A pupil's needs will determine the nature of the support he or she requires within specific subjects. Sometimes more than one type of support may be necessary; this information needs to be disseminated to staff responsible for different curriculum areas.

The SENCO may be responsible for collating and distributing information to all the subject teachers. The school may have a format for this; for example, notes on a staff accessible database, pupil information packs or a film on the intranet to support training.

The SENCO should discuss with the pupil and the QTVI which additional support methods, teaching adaptations and strategies to use. As the pupil becomes older they can participate more in these discussions, guiding what sort of support is most beneficial.

Discussions with, and feedback from, the subject teacher will help to keep learning support recommendations up to date. The SENCO and QTVI may help staff to support the pupil but individual teachers must ensure the pupil is included in all aspects of their lesson.

An effective subject teacher will:

- attend staff training to understand how they can meet the needs of a VI pupil
- expect the progress of VI pupils to be the same as that of sighted pupils of similar cognitive ability
- develop an understanding of how vision impairment has affected the pupil
- work with specialist advisers, such as QTVIs, and deploy specialist support staff
- evaluate the outcomes of additional support to inform planning
- ensure that communication strategies are implemented including the effective use of technology
- adapt teaching styles and strategies to maximise the pupil's learning and participation
- monitor the pupil's progress and take advice from specialist support if issues emerge.

The RNIB has published a series of *Effective Practice Guides*²⁶ that contain comprehensive advice in relation to teaching national curriculum subjects and resources that schools will find informative.

18. Accessible Environments

An accessible physical environment can do a great deal to reduce barriers to participation and learning for pupils with vision impairment as well as benefiting all other pupils.

There is a balance to be struck between providing an environment that is safe and accessible for VI pupils and preparing them to take an independent role in a society that is not always designed to meet their needs.

In many mainstream schools with VI pupils, after health and safety issues have been dealt with, the only other adaptations made to the physical environment are those required by disability legislation. In special

²⁶ <http://www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/guidance-teaching-and-learning>

schools, or mainstream schools where pupils' vision impairments are part of a range of complex needs, more adaptations may be required. All schools must comply with legal requirements and have an anticipatory duty to plan for disabled pupils²⁷. However, when a school knows it is going to receive a pupil who has a vision impairment, a QTVI will usually conduct an audit to suggest where simple improvements could be made.

18.1 Environmental Considerations

Walk around your school looking for general areas where adaptations could be made to make the environment more accessible for a pupil with vision impairment. Some of the features you may observe or consider include:

- signage – clear, well positioned and easily visible, perhaps using braille or symbol
- steps, edges, pillars and other transition points highlighted with yellow paint
- handrails to help with mobility
- 'tactile trails' – dado rails or other textured materials at hand height, that pupils can follow to find the route to a particular location in school – eg toilets, dining hall
- different floor coverings for different areas of the school to indicate a change of environment
- clear panels on doors so people can be seen approaching from the other side
- a distinction between quiet and active areas in the playground, and shaded areas for pupils with light sensitivity
- sensory gardens
- well-maintained grounds, free of obstructions
- corridors, cloakrooms and classrooms kept free of obstructions.

(See Advice Sheet E: Environmental questions²⁸)

It is also important to consider the environment in a classroom where a pupil with VI is going to work.

Consider:

18.2 Physical accessibility

Are walkways clear?

Are coats and bags put away safely?

Does classroom storage create an obstacle?

Is the layout of the classroom kept consistent?

18.3 Storage and labelling of resources

Are resources kept in the same place and clearly labelled with tactile markers, if necessary?

²⁷ <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

²⁸ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/902

18.4 Lighting

Is there good ambient lighting in the classroom?

Does the light fall directly onto the pupil's work areas?

Do the windows have blinds to reduce glare?

Are reflective surfaces covered to reduce glare?

18.5 Teaching position

Avoid standing in front of windows. This can reduce you to a silhouette and make it difficult for all learners to see you properly.

Pupils who have VI need to sit in the best position to see the whiteboard etc., but not separately from the other learners.

Do pupils with visual impairment need to sit close to a power source if they are using mains powered ICT devices?

19. Accessibility Plans

Schools are still required to have Accessibility Plans showing how they are planning strategically to increase access over time; the same duties as previously existed under the DDA have been replicated in the Equality Act 2010. The plan must show how the school is:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided

and

- improving the availability of accessible information to those with disabilities.

Schools will need to provide adequate resources for implementing plans and must review them regularly. An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Development Plan. Ofsted²⁹ inspections may include a school's accessibility plan as part of their review.

19.1 Considerations:

- How the curriculum is differentiated and, at Key Stage 4, what alternative accreditation is offered.
- How information for pupils, parents and the community is available in different formats, using symbols, Braille, larger font or reduced/simplified language.
- Improving the signage in the buildings and grounds.
- Arrangements that could be put in place if a disabled parent needed support to attend a school event.
- The Equality Act requires 'reasonable adjustments'³⁰ and many adjustments are low cost or no cost.

(See Appendix IV: Developing an Access Plan³¹)

²⁹ <http://www.ofsted.gov.uk/resources/framework-for-school-inspection>

³⁰ <http://www.equalityhumanrights.com/publication/reasonable-adjustments-disabled-pupils>

19.2 Supporting Social and Emotional development

Supporting social and emotional development is a crucial aspect for consideration and implementation. For pupils with VI, being included is more than having visual/sensory access to the curriculum. It is also about a feeling of belonging in a setting; it is about being socially included.

Social inclusion can be difficult to achieve.

VI pupils frequently experience social difficulties, typically caused by a lack of information about the visual aspects of interacting with others. These difficulties are often reinforced by others' hesitancy to establish relationships with them and to communicate appropriate expectations.

19.3 Why are social skills important?

Research into the Independence and Functionality of Blind and Partially Sighted Young People (GDBA, April 2008).

A key finding of this research was that blind and partially sighted children and young people do not perform as well as other young people in the areas of confidence, independence, initiative, self-esteem, social skills, mobility and social networks.

Social behaviour permeates all that we do in the world around us. Having a repertoire of social skills allows young people to develop strong and lasting friendships; feeling included and a valued member of the group can improve a pupil's self-esteem, confidence and emotional wellbeing.

Importantly, socially competent behaviour facilitates employment and independent living opportunities.

The effects of sight loss can arise at any time, so for example a young person who has been vision impaired since birth could still be affected by their sight loss later, perhaps when others of their age group are becoming more independent, learning to drive, travelling around more independently, going on dates. These situations may highlight differences that they were previously unaware of.

(See *Think Right Feel Good*, a short course for promoting well-being in young people with vision impairment produced jointly by NatSIP and Guidedogs³² and *Promoting resilience and well being in Children and Young People with Sensory Impairment* published by NatSIP³³)

To ensure that pupils with VI develop the social skills that will enable them to function as socially literate members of society, the school should consider the following.

19.4 Putting support strategies in place

VI pupils say that it is helpful if their peers understand the problems presented by vision impairment and how to support them. A QTVI can deliver peer awareness training. Some VI pupils may not want to draw attention to their needs so training should be carried out in consultation with them.

VI pupils can be supported to understand how their vision impairment impacts on their lives and given strategies to advocate their needs and improve difficult situations by considering the following:

- promotion of VI awareness
- provision of opportunities for the pupil to practise social strategies related to their vision impairment; for example, identifying why a conversation is becoming difficult and how to improve the situation

³¹ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/900-appendix-iv-developing-an-access-plan

³² https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/105-emotional-resilience/67-think-right-feel-good-trfg-vi

³³ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/453-promoting-resilience-and-well-being-december-2012

- provision of opportunities to meet other VI young people. Service providers, parents, local VI groups or charities may be able to help
- it can be helpful for VI pupils to meet VI adults who have successfully managed issues arising from their vision impairment and may act as role models
- encouragement of VI pupils to take responsibility for their own vision impairment and to develop the confidence to ask for support
- It is important that VI pupils do not become over-dependent on specialist staff for social support
- VI pupils need the same opportunities as their sighted peers to join in extracurricular activities. After-school clubs, including those run by external organisations, should meet the pupils' access needs and make reasonable adjustments to ensure they can participate. VI pupils may need encouragement to join in and seek reassurance about the support they will receive
- if a VI pupil experiences emotional or social difficulties that cannot be supported within school, they can be referred to other organisations for support. The QTVI may be able to advise on local services.

(See the RNIB fact sheet *Emotional Support*³⁴ which gives comprehensive advice).

20. Exam Access Arrangements

SENCOs should refer to the person with responsibility for examinations in school. It is generally the examinations secretary in Secondary Schools.

20.1 General Qualifications

The Joint Council for Qualifications (JCQ) is responsible for producing regulations relating to the use of access arrangements for General Qualifications (e.g. GCSEs, GCE A level, Key Skills, Functional Skills and Entry Level qualifications). The regulations *Access Arrangements, Reasonable Adjustments and Special Consideration* are updated by the JCQ in September of each year and posted on their website.³⁵ This document also tells you how to contact individual awarding bodies.

It is important to discuss with the QTVI and the examining boards necessary modifications well in advance of the submission date for application for concessions. This will ensure the most appropriate actions are taken.

20.2 Modified Materials

Teachers should be aware of closing dates for applying for modified materials. This is particularly important for Secondary Schools when the closing date is usually the first week of the Spring Term.

All requests for extra time, a scribe, an amanuensis etc., need to be made by the examinations officer using Access Arrangements online. 'Rest breaks' are at the discretion of the centre. All arrangements need to reflect the VI pupil's normal way of working.

The RNIB has a fact sheet *Effective Practice Guide: Overview of Exam Access Arrangements and FAQs* which gives comprehensive advice³⁶.

³⁴ www.rnib.org.uk/sites/default/files/Emotional_support_factsheet_4.doc

³⁵ www.jcq.org.uk

³⁶ <http://www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/access-exams-and-tests>

21. Transition on Leaving School

Expectations and aspirations for post-school destinations for children and young people with visual impairment are similar to those of all students.

All school staff have aspirations that all pupils, including those with vision impairment, will either find employment or access further education or higher education at school leaving age.

Schools should ensure that:

- pupils with vision impairment are positive and ambitious about what they can achieve after leaving school. Staff should encourage them to think about careers, and support them to apply to courses that are most suited to developing their potential and independence
- pupils with vision impairment and their parents are fully informed at the appropriate time of post-school options, the support, services and schemes available to enable vision impaired pupils to attend further education colleges and universities or join an apprenticeship scheme or access work (eg access to work or disabled students allowance)
- there are effective transition arrangements in place for children and young people with visual impairment aged 14+ years (with access to appropriate careers advice and support), including assessing the young person's need for support to help overcome potential barriers, providing information on options, full student engagement, transition visits and liaison with the future education establishment or employer
- pupils with vision impairment have meaningful work experience and enterprise opportunities that allow them to apply their core skills in real world contexts.
- pupils with vision impairment leave school with the required educational attainment, as well as independent living and learning skills to succeed in their post school-destination.

There is data on post-16 destinations of school leavers to show that the proportion of pupils with vision impairment in full time education or in employment and training is in line with that of fully sighted students.

Many local authority specialist education sensory services have a post-16 team who have specialist knowledge and experience in relation to VI pupils transferring to FE.

(See the document *Effective Practice in Transition for Young People ages 16-25 with SI: Guidance for Practitioners*³⁷ published by NatSIP)

-- End of document --

³⁷ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/869-06-effective-practice-in-transition-and-provision-for-young-people-ages-16-25-with-si-guidance-for-practitioners