




👁️ Specific Core Standards for Children and Young People with Visual Impairment 👁️

Please use these standards to augment the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) where there are vision needs.

Support for children and young people with SEN and/or disability	👁️ UNIVERSAL ALL children & young people High quality teaching	👁️ SEN SUPPORT SOME children & young people Additional targeted support	👁️ HIGH NEEDS A FEW children and young people Support for complex and long-term special educational needs
Why we do it <ul style="list-style-type: none"> Promoting engagement & participation Achieving the best possible outcomes Preparing for Adulthood 	<ul style="list-style-type: none"> All children and young people have the opportunity to be happy, safe, and lead fulfilling lives as per the Somerset SEND Strategy 2016-2019. The setting provides a warm, safe, empathetic, non-judgmental and positive ethos, supporting individual wellbeing. <p>Every teacher/lecturer/practitioner is a teacher of every child and young person.</p> <p>Please refer to the generic Core Standards for all children and young people (0-5; 4-16; 16-25) for further detail.</p>	<p>Column 1 plus the following:</p> <ul style="list-style-type: none"> Settings can implement reasonable adjustments and a plan for successfully accessing learning which addresses specific vision needs, eg dictaphones, braille and other forms of technology. Arrangements are made to support young people and parents with visual impairments to actively engage with review and decision-making meetings, eg. iPad presentations to express their success, ambitions and support requirements. 	<p>Provision for High Needs children and young people will be highly specialist and personalised.</p> <p>Provision will include all aspects of columns 1 & 2 plus the actions and strategies detailed in the generic core standards frameworks.</p>
What we will do <ul style="list-style-type: none"> Assess Plan Do Review Transitions 	<ul style="list-style-type: none"> Clear processes are in place to identify children and young people's strengths and needs. Reasonable adjustments are made to enable the curriculum to engage ALL children and young people Practice is informed by national guidance documents for supporting young people with visual impairment, for example 'Suggested strategies to use with blind and partially sighted students', and 'Supporting the visually impaired learner'. Staff make use of evidence-based resources in their daily planning and practice. <p>Every teacher/lecturer/practitioner is a teacher of every child and young person and is responsible for appropriate differentiation.</p>	<ul style="list-style-type: none"> Continuous assessment and curriculum assessments may be supported by specialist assessments are carried out by appropriate support services such as the Vision Support Team (VST). An accessibility audit supports environmental adaptations, eg uncluttered learning spaces with good lighting, blinds to reduce glare, steps and hazards (such as concrete bollards) are painted to highlight. Links are made with voluntary agencies as appropriate, eg www.somersetsight.org.uk, www.rnib.org.uk, www.scope.org.uk, www.mencap.org.uk/advice-and-support/local-groups. A provision map will be made available. A flexible approach to transitions is taken, including: <ul style="list-style-type: none"> additional taster days if required for familiarisation related to visual impairment and augmentative alternative communication associated access robust communication between settings and involved professionals to ensure consistency of strategies, including the use of transition checklists for young people with visual impairment as necessary. specialist equipment transfers to new settings and new training or resource requirements will be considered. Visual awareness and specific key training is available for the range of involved professionals including lunchtime supervisors and classroom/library staff. Link to Somerset training directory. 	<p>Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.</p>

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How we do it <ul style="list-style-type: none"> Environment, Resources, Equipment, Curriculum, Teaching and Planning Healthcare within Educational Settings 	<ul style="list-style-type: none"> Reasonable adjustments are made in order to eliminate barriers to curriculum access. The curriculum is differentiated appropriately to meet the needs of all children and young people with a sensory impairment. A range of training is available for staff working with young people with sensory impairments. A range of guidance documents are available to staff to support access to the curriculum. www.seeingear.org. Staff have access to a range of useful websites to access resources on how to support specific visual impairment conditions, eg www.somersetsight.org.uk, www.rnib.org.uk, www.look-uk.org. An accessibility plan is in place to improve access for all people with visual impairment requirements. Example Accessibility Plan. Accessibility planning will be supported by specific staff training where necessary, for example 'Ascentis – Accessible Learning Environments – Learners with visual impairment' training. A personal emergency evacuation plan is in place if necessary. Link to PEEP policy. Risk assessments are in place as required. Example risk assessment. 	<ul style="list-style-type: none"> Focused Intervention Plans (or equivalent) with clarity of interventions and expected outcomes may be required. These are regularly reviewed and evaluated. Resources and strategies that are additional to and different from those made generally available to other students are in place to maximise independent access to the curriculum, eg colour contrast for visual displays, tactile diagrams, tactile markers, low vision aids http://www.college-optometrists.org/. https://slp.somerset.org.uk/sse (modification and mobility). Input from a qualified teacher for the visually impaired may be required for advice on a Functional Vision Assessment. Staff are trained in curriculum differentiation and resource modification. Time and equipment are provided to enable this to happen http://www.scilearning.org.uk/courses. Staff have access to guidance documents detailing how to develop alternative forms of communication and recording. An Access Audit for transitions is undertaken using the Schools Access Initiative, with building adaptation advice if required. 	Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.
Who will do it Responsibilities	<ul style="list-style-type: none"> The whole setting welcomes all children, young people and parent/carers with additional needs. Governor/senior leadership team have an accessibility strategy and are committed to developing access for all people with visual impairment. http://www.teachingvisuallyimpaired.com/classroom-design-tips.html Governors and all staff are fully aware of their roles and responsibilities in relation to supporting children and young people as per the SEN Code of Practice and supplementary RNIB guidance – 'Guidelines and quality standards in education'. Governor and senior leadership team have an awareness of how students with visual impairment needs perform in relation to national data, for example using NATSIP Outcomes Benchmarking (school age) or the Developmental Journal of Visual Impairment (early years). Positive images of children and young people with visual impairment needs are portrayed throughout the setting and curriculum. Examples from the Royal National Institute for Blind People (RNIB) website. 	<ul style="list-style-type: none"> Members of staff, parents and carers, and involved external professionals will work in partnership during planning and review processes. Senior leadership team/SENCO ensure that: <ul style="list-style-type: none"> staff have the training, time and resources to deliver the actions and range of support listed above and in column 1 children and young people with visual impairment and adapted access and communication requirements are included and can participate in all social/extracurricular activities, eg lunchtime activities, school plays, and off-site visits all access arrangements are applied for well in advance and support is put in place for all exams. www.icq.org.uk A breadth of outcome monitoring processes is in place to monitor the wider progression of skills for children and young people with visual requirements, eg touch typing, literacy and health and wellbeing. 	Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.