

Lambeth Banding Thresholds – Sensory and/or Physical Needs:

Visual Impairment

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

SEND Status	DESCRIPTOR VI	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
<p>Level 1</p> <p><i>Nursery/Class or Subject Teacher identification, assessment and meeting the needs</i></p> <p><i>Not on SEN Register</i></p>	<p>The CYP experiences needs which are managed well in a mainstream class with appropriate differentiation of task and teaching style.</p> <p><i>Description of need:</i></p> <p>A CYP who should wear glasses, without which their vision is impaired.</p> <p>A CYP may be required to use a patch for a period of time during the school day and for a number of weeks/months.</p>	<ul style="list-style-type: none"> • EYFS monitoring and review • Vision screen in Reception by Health • Schools key stage 1 to 4 assessments. • Hospital or optician sight tests to ensure accurate prescription of glasses. • Monitoring of CYP's response to positive feedback. • Assessment for Learning. • Observations by Teacher / class TA /KS Coordinator. • Advice and support from the parents. • Information from the child re their opinions and preferred strategies using person centred approaches. • The school is proactive in identifying individual needs and monitors that action is taken. • Risk assessment where appropriate. 	<ul style="list-style-type: none"> • The teacher is held to account for the learning and progress of the CYP in the mainstream class • The teacher notices and responds proactively when a child is not wearing their glasses/loses their glasses <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> ✓ Flexible grouping arrangements. ✓ Some differentiation of activities and materials ✓ Differentiated questioning ✓ Use of visual, auditory and kinesthetic approaches. ✓ Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Resources and displays that support independence. • Routine feedback to pupils • Environmental considerations are made to meet the needs of all CYPs. • Consideration to CYP's learning style. • Awareness that a child may need more time to complete 	<ul style="list-style-type: none"> • The curriculum includes examples of diversity. • The school can demonstrate an inclusive ethos that supports the learning and well-being of all pupils • The wider curriculum promotes positive examples of diversity • A broad and balanced curriculum is planned for all pupils • Anti-bullying is routinely addressed and pupils are confident in reporting incidents • Emotional well-being materials and interventions are available and used. • Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate. • Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster self-esteem and confidence. 	<ul style="list-style-type: none"> • Quality First Teaching. • A regularly monitored, reviewed and updated inclusion policy underpins practice. • The school employs additional adults to support the needs of all pupils. • All staff including TAs and Midday Supervisors have up to date job descriptions and are included in whole school appraisal systems. • Designated time is allocated to Teaching Assistants for planning and liaison with teachers • Whole school CPD has included training on differentiation • School staff access Local Area and wider training to keep informed on meeting the needs of CYPs.

			<p>tasks and that equality of access may mean that they need to do some things differently.</p> <ul style="list-style-type: none"> • Seating arrangements are thought about to provide best visual access • A range of alternative equipment may be useful. • The pace of work may need to be slower. • An understanding that a visual impairment may have a wider impact on a CYP's social and emotional well-being despite the apparent lack of obvious impairment • The environment is planned taking into consideration the physical and sensory needs of all CYP e.g. playground and classroom layouts, displays, signage and lighting. • White/interactive board displays should be clear for all CYP, a dark pen should be used when writing on the board. • Use of teaching strategies that develop the independent learning of the CYP 	<ul style="list-style-type: none"> • Provision of an inclusive curriculum especially where the learning depends upon a visual learning style e.g. PE and arrangements for Sports Day, design and technology etc. • School trips which are planned well in advance and take into consideration the needs of the CYP. • Other school pastoral interventions could include: <ul style="list-style-type: none"> - Meeting and Greeting - Circle Time - Peer mentoring - Buddy systems - Restorative Practice - ELSA support - lunch clubs 	
--	--	--	--	--	--

SEND Status	DESCRIPTOR VI	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
<p>LEVEL 2</p> <p>-</p> <p>Additional Needs requiring SEN SUPPORT</p> <p><i>Nursery/Class or Subject Teacher identification, assessment and meeting the needs with support of Nursery or School SENCO</i></p> <p>Add to SEN Register</p>	<p>CYP has identified needs which are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/SLT.</p> <p>Description of need:</p> <p>A CYP with a diagnosis of a visual impairment can find the school environment difficult or stressful at times.</p> <p>A CYP with reduced vision who has difficulty accessing some parts of the curriculum or specific social times.</p> <p>A CYP with monocular vision.</p> <p>A CYP whose vision means that they require changes to their environment.</p>	<p><i>Level 1 plus:</i></p> <ul style="list-style-type: none"> • Observations by SENCO. • Use of a structured observation profile to target differentiation including IEPs with SMART targets that are reviewed and updated regularly. • Pupil involved in setting and monitoring their own targets. • Parents involved regularly and know how to support targets at home. • Individual targets are agreed and monitored following discussion with CYP and parents. • SEND Support Plan to share advice on successful strategies e.g. seating arrangements, position in classroom, preferred learning style. • School trips are planned well in advance and take into consideration the needs of the CYP. 	<p><i>Level 1 plus:</i></p> <ul style="list-style-type: none"> • Information about the CYP's difficulties is shared with relevant staff, in partnership with parents. • Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets. • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. • Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently 	<p><i>Level 1 plus:</i></p> <ul style="list-style-type: none"> • CYP can learn through whole class teaching and generally copes well • Access to small group support, group work to be planned and tailored to meet identified need and includes good role models. • Teaching problem solving skills. • Learning tasks differentiated by task and outcome to meet individual needs. • Teaching assistance is targeted towards visual access and is not necessarily needed for learning. • Oversight for PE, to monitor safety, interpretation of instructions and use of equipment. • Oversight in the playground. • Oversight when moving around school • requires adult intervention to access parts of the curriculum 	<p><i>Level 1 plus:</i></p> <ul style="list-style-type: none"> • Support/advice from SENCO. • Additional adults routinely used to support flexible groupings. • Access to targeted small group work with class TA. • Access to intervention group work with TA, Learning Mentor or ELSA (Emotional Literacy Support Assistant). • School staff access LA training regarding meeting the needs of CYPs. • Access to VI specific termly training and support groups for professionals. • Additional adult (e.g. Midday Supervisor/TA) for focused support during unstructured times e.g. lunchtime supervision/targeted extra-curriculum activities, supervision in the playground. • Time for scheduled meetings with parents on a regular basis.

			<ul style="list-style-type: none"> The quality of printed material should be appropriate for all CYP as regards clarity, layout, font size and colour contrast. 	<ul style="list-style-type: none"> Requires classroom seating arrangements, slightly enlarged text and/or white/interactive board access. 	<ul style="list-style-type: none"> School may consult the Advisory Teacher for VI for guidance/advice. Awareness raising for staff about the educational implications of specific visual conditions.
--	--	--	--	--	--

SEND Status	DESCRIPTOR VI	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
<p>LEVEL 3</p> <p>Additional Needs requiring SEN SUPPORT</p> <p><i>Nursery/Class or Subject Teacher identification, assessment and meeting the needs with support of Nursery or School SENCO</i></p>	<p>The CYP has identified needs which require additional specific provision or specialist advice</p> <p><i>Description of need:</i></p> <p>A CYP who has a significant visual impairment which impacts on his/her ability to access the curriculum independently.</p> <p>Outside agencies are involved.</p> <p>A CYP who may have difficulties accessing all practical subjects.</p>	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> Environmental audit Nursery/School Access/Equality Strategy. Consideration to refer to Early Help if appropriate. Risk assessments of novel situations to inform adaptations incl. educational visits. Specialist assessments e.g. Advisory Teacher for HI, Educational Psychologist, OT. There is a commitment to developing independence with steps planned and agreed Careful reviewing of needs before transition at key stages e.g. starting pre-school, primary, secondary, post 16, adult life. 	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> Manage access arrangements for internal and external examinations and assessments. Awareness of social and emotional aspects of disability. Established communication strategies to facilitate communication and to assess learning. Modified and adapted PE lessons as required. School trips which are planned well in advance and take into consideration the needs of CYP with reduced vision. Access to a differentiated curriculum. 	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> Regular small group teaching of social skills Pear awareness as part of inclusion approach Teaching assistance is targeted towards the supply of teaching and learning resources. Delivery of detailed time limited programmes, intervention personalised timetable and/or resource where required. Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or educational specialist, following a programme designed or recommended by that professional. 	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> Time for formal meetings with parents on a regular basis. Time for meetings with the Advisory Teacher for VI Allocate appropriate space for visiting professionals to work with individual CYPs, taking into account safeguarding issues. Access to parent groups. Adult intervention targeted at specific curriculum areas or specific social times. School to ensure that key information is passed on at times of transition and, where appropriate, and will consult with the specialist teaching team.

<p>Add to SEN Register</p>		<ul style="list-style-type: none"> • TAs are routinely included in planning and/or are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective • SEND Support Plan to share advice on successful strategies, written in consultation with parents and used to track progress. • Transition planning is timely and involves all relevant people e.g. child, parent, Advisory Teacher for VI etc. 	<ul style="list-style-type: none"> • Use of equipment to access the curriculum. 	<ul style="list-style-type: none"> • Preparation of modified print materials as directed. • Assistance with access to specialised equipment e.g. laptops, cameras, speech/large print software or talking equipment. • Customised resources • Teaching assistance is targeted towards the supply of teaching and learning resources e.g. the preparation/resourcing of suitable visual materials <ul style="list-style-type: none"> ○ Coordinating the adaptation of the school PC screen appearance as directed by the teacher of the VI ○ Assistance with use of equipment in specific subjects e.g. Science, Technology, Maths and ICT. • Ensuring advised seating arrangements and access to the interactive white board. • Supervision at breaks and lunch time as required. • Independence skills—under guidance of the teacher of the VI, trained school staff or outside agency. • Specialist ICT access • Adapted PE activities 	<ul style="list-style-type: none"> • Consult with the specialist teacher for when recruiting staff to work with a named CYP. • VI specific advice from the specialist teacher on: <ul style="list-style-type: none"> ○ curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment, mobility, individual health care and management plans, exam access arrangements, advice on use of ICT to access the curriculum. • May require specialist equipment • Advice on use of ICT to access the curriculum • Equipment and software loans may be available.
-----------------------------------	--	---	--	--	---

				<ul style="list-style-type: none">• Accessible access to the school network.• require intervention in all practical subjects	
--	--	--	--	---	--