

Further Education (Post 16) SEN Planning Tool

Young People with a Visual Impairment

Sensory and /or Physical needs



	Funding	Descriptor Physical Medical	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Interventions	Resources (Including staffing)
Best Endeavour	Element 1	<ul style="list-style-type: none"> The learner experiences needs which are managed well in a mainstream class with appropriate differentiation of task and teaching style. If prescribed a learner should wear glasses to support their visual impairment ADVICE Functional Vision assessment 1-3 hrs. Of Qualified Teacher VI Annually 	<ul style="list-style-type: none"> Appropriate course related vocational assessments. Monitoring of learner's response to positive feedback. Assessment for Learning. Observations by lecturer/ LSA. Advice and support from the parents. Information from the learner re their opinions and preferred strategies using person centred approaches. The provider is proactive in identifying individual needs and monitors that action is taken. Risk assessment where appropriate. 	<ul style="list-style-type: none"> The lecturer is held to account for the learning and progress of the learner in the mainstream class Teaching meets the needs of all learners and includes: <ul style="list-style-type: none"> Flexible grouping arrangements. Some differentiation of activities and materials Differentiated questioning Use of visual, auditory and kinaesthetic approaches. Awareness that a learner 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 learners Environmental considerations are made to meet the needs of all learners. Consideration to learner's learning style. 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 learner's social and emotional wellbeing despite the apparent lack of obvious impairment The environment is planned taking into consideration the physical and sensory needs of all learners e.g. playground and classroom layouts, displays, signage and lighting. White/interactive board displays should be clear for all learners; a dark pen should be used when writing on the board. Use of teaching strategies that develop the independent learning of the learner 	<ul style="list-style-type: none"> The curriculum includes examples of diversity. The provider can demonstrate an inclusive ethos that supports the learning and wellbeing of all learners The wider curriculum promotes positive examples of diversity Anti-bullying is routinely addressed and learners are confident in reporting incidents, Opportunities for social interaction between peers and the wider community of the provider may need to be engineered to bolster self-esteem and confidence. Provision of an inclusive curriculum especially where the learning depends upon a visual learning style as within practical subjects and activities e.g. Sports courses and arrangements for practical activities throughout the curriculum, science etc.. Offsite visits which are planned well in advance and take into consideration the needs of the learner. Other support/ interventions could include <ul style="list-style-type: none"> Meeting and Greeting Peer mentoring Restorative Practice Lunch Clubs 	<ul style="list-style-type: none"> A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the setting. A regularly monitored, reviewed and updated inclusion policy underpins practice. The provider employs additional staff where necessary to support the needs of all learners e.g. LSAs All staff including LSAs have up to date job descriptions and are included in appraisal systems. Designated time is allocated to LSAs for planning and liaison with lecturers All staff have received training on SEN and understand how to support with learning difficulties. All staff have access to access learning support to keep informed on meeting the needs of learners. Staff makes use of a wide range of resources, including those produced within the learning support, to inform their inclusive practice. E.g. Vision friendly environment Inclusion policies and practice implemented consistently. Main provision by practitioner in setting general advice to school from the specialist support team. Inclusion policies and practice implemented consistently. Advice on the supply / provision of resources and training. Educational visits guidance. Monitoring of learner to check they are wearing their glasses, if prescribed and that glasses are clean, positioned correctly and in a good state of repair.

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SEN Support Plan	Element 1 + low level ALS if appropriate	<ul style="list-style-type: none"> Learner has identified needs which are highlighted to all staff with advice on support strategies provided and monitored by the learning support team. A learner with a diagnosis of a visual impairment who can learn through whole class teaching and generally copes well within the environment but can find it difficult or stressful at times. A learner with reduced vision who requires short periods of support intervention targeted at specific curriculum areas or specific social times. A learner with monocular vision. A learner whose vision means that they require changes to classroom seating arrangements, slightly enlarged text and/or white/interactive board access. MONITOR 	<ul style="list-style-type: none"> Observations by learning support . Use of a structured observation profile to target differentiation including o u t c o m e s i n SEN ILP/Support Plan with SMART targets that are reviewed and updated regularly. Learner involved in setting and monitoring their own targets. Parents/carers involved regularly and know how to support targets at home. Individual targets are agreed and monitored following discussion with learner and/or parents. A costed provision map/ timetable Plan may be written (in consultation with parents) to share advice on successful strategies e.g. seating arrangements, position in classroom, preferred learning style. Visits are planned well in advance and take into consideration the needs of the learner. 	<ul style="list-style-type: none"> Information about the learner's difficulties is shared with relevant staff, in partnership with parents. Individual targets agreed and monitored, following discussion with learner and/or 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 LSA support where needed. (LSA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning. Awareness that a learner may need more time to complete tasks and that equality of access may mean that they need to do some things differently. The quality of printed material should be appropriate for all learners as regards clarity, layout, font size and colour contrast. Interactive whiteboards to be set to learner requirements 	<ul style="list-style-type: none"> Access to small group support, group work to be planned and tailored to meet identified need and includes good role models. Learner development of problem solving skills. Learning tasks differentiated by task and outcome to meet individual needs. LSA support is targeted towards visual access and is not necessarily needed for learning. Oversight for practical activities, to monitor safety, interpretation of instructions and use of equipment. Oversight in social/non learning time when necessary. Oversight when moving around provider if necessary. 	<ul style="list-style-type: none"> Support/advice from learning support team. Additional staff routinely used to support flexible groupings. Access to targeted small group work with class LSA.. Access to intervention group work with LSA, Learning Mentor School staff access LA training regarding meeting the needs of learners. Additional staff (e.g. LSA) for focused support during unstructured times e.g. Lunchtime supervision/ targeted extra-curriculum activities. Time for scheduled meetings with learner and/or parents on a regular basis. Providers may consult the specialist VI teachers for advice on best practice. Awareness raising for staff about the educational implications of specific visual conditions.

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<p>SEN Support Plan</p>	<p>Element 1 plus possible access to HNF depending of level of support</p>	<ul style="list-style-type: none"> The learner through functional vision assessment has identified needs which require additional specific provision or specialist advice e.g. a detailed time limited programme, intervention personalised timetable and/or resource. A learner who has a significant visual impairment which impacts on his/her ability to access the curriculum independently. Learner is accessing customised resources. A Learner who may require intervention in all practical subjects. The Learner's visual impairment could co-exist with other secondary needs. Specialist intervention programmes to address learners needs to support their visual impairment with access and adaptations of their work, including touch typing programmes use of technology and low vision aids. 	<ul style="list-style-type: none"> Environmental audit of provider Consideration to team around the Family meetings if appropriate. Risk assessments of tricky situations to inform adaptations incl. offsite visits. Specialist assessments e.g. Specialist Teacher Educational Psychologist, SALT, OT. There is a commitment to developing independence with steps planned and agreed Careful reviewing of needs before transition at key stages e.g. adult life. LSAs are routinely included in planning and or/are provided with plans and learning objectives in advance of the lesson to ensure their input is effective Individual Management Plan to share advice on successful strategies, written in consultation with parents, including risk assessment moving and handling health care 	<ul style="list-style-type: none"> Manage access arrangements for internal and external examinations and assessments through seeking advice from specialist VI teachers/awarding organisations. Awareness of social and emotional aspects of disability. Established communication strategies to facilitate communication and to assess learning. Modified and adapted lessons as required. Visits which are planned well in advance and take into consideration the needs of learner with reduced vision. Access to a differentiated curriculum. Use of equipment to access the curriculum. 	<ul style="list-style-type: none"> Peer awareness. LSA is targeted towards the supply of teaching and learning resources. Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or educational specialist teacher, following a programme designed or recommended by that professional. Preparation of modified print materials as directed by the specialist teacher. Assistance with access to specialised equipment e.g. laptops ,Kindles, iPads cameras, speech/large print software or speech readers e.g. iZOOM Teaching assistance is targeted towards the supply of teaching and learning resources e.g. the preparation / resourcing of suitable visual materials. Coordinating the adaptation of the provider PC screen appearance as directed by the lecturer 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 interactive white board. Supervision at breaks and lunch time as required. Independence skills Specialised ICT access. Adapted practical activities. Accessible access to the provider network. 	<ul style="list-style-type: none"> Time for formal meetings with learner and/or parents on a regular basis. Time for meetings with the Specialist Teacher/advisor Allocate appropriate accommodation for visiting professionals to work with individual learners, taking into account safeguarding issues. Staff intervention targeted at specific curriculum areas or specific social times. Provider to ensure that key information is passed on at times of transition and, where appropriate, and will consult with the specialist teaching team. Consult with the specialist teacher for when recruiting staff to work with a named learner. VI specific advice from the specialist teacher/advisor on: 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.

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EHCP	<p>Element 1</p> <p>Plus likely HNF</p>	<ul style="list-style-type: none"> The learner has significant primary needs which impact on progress requiring Long term involvement of educational and non- educational professionals. Possibly some complexity of other needs. <p>A learner who has a visual impairment which greatly impacts on his/her ability to access the curriculum without additional resources.</p>	<ul style="list-style-type: none"> Specialist assessments e.g. by Specialist Teacher for VI, Educational Psychologist, SALT, OT, CAMHS etc. as part of assessment and plan. Risk assessment to identify dangers and need for additional support. Environmental Audit Regular multi agency assessment and/or review of strategies and progress. Review the SEN Support Plan bi-annually when all agencies are involved in reflection and joint planning in partnership with learners and/or their parents/carers. Individual risk assessments including for practical subjects. Involvement of educational and non-educational professionals as part of planned learning reviews. Assessment and advice from specialist teachers/advisors that is updated regularly. Specialist ICT assessments. Personal Emergency Evacuation plan (PEEP). <p>A more detailed individual plan including targets set by specialist VI Teachers/advisors.</p>	<ul style="list-style-type: none"> The class/subject lecturer is accountable for the progress of the learner within the mainstream class Identified individual support across the curriculum in an inclusive setting to provide a personalised learning experience, taking into account the advice within the statement, previous annual reviews and advice from agencies. Facilitate production of differentiated materials in accordance with the advice from the specialist teacher/advisor. Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans. The use of specialist or adapted equipment / software where appropriate to access the curriculum. Specialised modification of all teaching and learning styles and resources. Examination arrangements to support learner visual needs through Braille/ modified and enlarged papers. 	<ul style="list-style-type: none"> Teaching style and tasks are adapted to suit learner's learning style. Individualised support to implement recommendations from support services e.g. Sensory Team, OT etc. Structured individual programmes. Advice and assessment of the use of specialist or adapted ICT to access the curriculum. Classroom support in all lessons additional time for preparation of resources as required for the individual. Production of differentiated materials in accordance with the advice from the specialist teacher for vision support. Additional sessions to reinforce or complete work set within classroom. 	<ul style="list-style-type: none"> SENCOs provide support to lecturer and LSAs and take responsibility for arranging appropriate specialist CPD and quality assuring the learning experience of the learner Staff training in the use of specialist resources. High level of multi-agency involvement: e.g. team around family. Co-ordinate the involvement of a range of agencies, one of whom may fulfil the key worker role. Time to work with the Specialist Teacher/advisor for joint planning with the learner and other professionals. Opportunities for support staff to access specialist training regarding VI and its impact on learning and social and emotional well being Staff to work with small group and/or individual intervention to develop specific areas of the curriculum following a programme designed or recommended by an external agency. Liaison with learners and/or parents and other professionals when determining priorities for individual learner. Work together with the learner and staff to identify priorities for the learner's individual programme of work. Sign post learners to a range of voluntary and statutory services regarding benefits, access to short breaks Opportunities for the learner to meet a disability peer group where appropriate. Encourage participation in activities organised by voluntary organisations. Access to mentor systems. Regular opportunities to work/socialise with disability peer group as appropriate. Support to facilitate social interaction, support to develop/maintain attention skills, to set up equipment, support learner's management of it, and establish working routines. Provision, storage and maintenance of specialist equipment On site mobility and to develop or enhance independence skills. <p>Independent travel training to develop independence skills for the future via provider or external agencies.</p>

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EHCP	<p>Element 1 plus Access to HNF</p> <ul style="list-style-type: none"> The learner will experience significant, complex persistent and enduring difficulties and VI is dominant SEN The learner presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication & cognitive. A learner who is a tactile learner (moon/Braille). Functional vision is below 6/36 or significantly reduced field of vision as well as reduced distance vision The learner experiences complex, frequent and persistent difficulties associated with visual impairment. The learner needs a high level of support in class and for preparation of resources as planned work needs to be presented in adapted form The learner is extremely vulnerable and there are safeguarding issues to consider due to acute levels of mental health concerns. The visual difficulties may co-exist with a medical condition, physical, sensory, language and or/communication needs, behaviour difficulties including self-esteem and attention issues. Educationally Blind Tactile Learner Multiple disability sensory impairment (MDSI) 	<ul style="list-style-type: none"> Specialist assessments e.g. by Specialist Teacher for VI, Educational Psychologist, SALT, OT, CAMHS etc. as part of assessment for Education Health and Care plan. Long term involvement of educational and non-educational professionals as part of planned review/EHC plan. Regular risk assessments to consider risks to self and others. 	<ul style="list-style-type: none"> Disapplication from certain subjects if appropriate. The use of specialist or adapted equipment / software in all lessons to access the curriculum. Specialised modification of all teaching and learning styles and resources. Teaching plans available on school system. Teachers and TAs plan together on an ongoing basis. Examination arrangements to support learner visual needs through Braille/ modified and enlarged papers. Adapted curriculum needing raised diagrams and concrete examples and activities to understand new concepts 	<ul style="list-style-type: none"> Specialist teaching/support focusing on both learning curriculum and social skills. Targets informed by planned review/EHC plan. Facilitate production of differentiated materials in accordance with the advice from the specialist teacher/advisor. Support to access an individualised curriculum.eg Pre/post tutoring Opportunities to explore their identity. Support to set up equipment and establish working routines in most lessons. Assistance with visual access to subject specific equipment e.g. science, technology, maths and ICT. Assistance when moving between session when necessary. LSA supervision at break and lunch times if needed. Opportunities for 1:1 teaching outside the classroom. Promotion of social interaction with peer group. Preparation of Braille/moon/tactile diagrams. An additional specialist curriculum to develop independence skills e.g. listening skills, mobility Braille, use of specialist equipment and software e.g. scanners and screen readers. Multi-disciplinary planning for complex needs Transcription time.eg overwrite/conversion from print to braille Modified /enlarged papers for exam access 	<ul style="list-style-type: none"> Access to support from highly skilled and experienced staff within small classes with a high staff ratio or 1:1 specialist support. Specialist LSA who has understanding of the implications of visual impairment and has in depth knowledge of specialist access equipment. Additional individual support in line with risk assessments. Personalised timetable providing access to LSA support as specified in SEN /EHC Plan. Time for outside agencies to meet termly to assess progress and plan future targets. Specialist support, alongside a multi-agency approach is essential. Allocate appropriate accommodation for visiting professionals to work with individual learners, taking into account safeguarding issues. Make staff available for training in the use of specialist equipment. Provider co-ordinates the involvement of a range of agencies one of which may fulfil the Key worker role. Advice from other professionals as needed Access to VI peers and role models. Access to a quiet room for small group and 1:1 sessions. Specialist support, alongside a multi-agency approach is essential. Training in accessibility as per specific learners needs for mobility and Independent Living skills with reinforcement of skills within the wider environment. Alternative Communication Aids e.g. switches Tassels Wide range of technology/equipment required. Rely on high level of specialist support (1:1) Needs support to safely navigate around the school including braille labelling on surfaces

Vision loss reference table¹

<p>Mild Vision Loss</p>	<p>Within the range 6/12 6/18 Snellen/Kay</p> <p>LogMAR 0.3-0.48</p> <p>But with visual field loss</p> <p>Multi-sensory: Dual impairment with a mild loss in the most affected modality</p>
<p>Moderate Vision Loss</p>	<p>Within the range 6/18 – 6/36 Snellen/Kay</p> <p>Within the range 0.5 – 0.78 LogMAR</p> <p>Multi-sensory: Dual impairment with a moderate loss in both or the most affected modality</p>
<p>Severe Vision Loss</p>	<p>Within the range 6/36 – 6/60 Snellen/Kay</p> <p>Within the range 0.8 – 1.0 LogMAR</p> <p>Multi-sensory: Dual impairment with a severe loss in both or the most affected modality</p>
<p>Profound Vision Loss</p>	<p>Blind 6/60 or less Snellen/Kay</p> <p>Blind 1.02 LogMAR or worse</p> <p>Multi-sensory: Dual impairment with a profound loss in both or the most affected modality</p>

¹ Revised Eligibility Criteria Document, 2013, NATSIP <http://www.natsip.org.uk/4>