

## SEND profile for Visual Impairment

	Indicators	School	Service
A.	<ul style="list-style-type: none"><li>• Pupil has difficulty seeing the IWB</li><li>• peers closely at books/ class displays</li><li>• cannot locate friends in playground or ball in PE</li><li>• trips over steps and low lying obstacles</li><li>• frequently rubs or screws up eyes</li><li>• has difficulty with fine motor skills</li><li>• handwriting</li><li>• cannot match colours</li><li>• has difficulty scanning print</li><li>• seeing details in pictures</li><li>• is withdrawn or disruptive</li></ul>	<ul style="list-style-type: none"><li>• Check if pupil should wear glasses</li><li>• Change seating position in class</li><li>• Request parent/carer take child for an eye test.</li></ul>	<ul style="list-style-type: none"><li>• No involvement at this stage.</li></ul>

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<b>B</b>	<ul style="list-style-type: none"> <li>• School is aware a pupil has a visual problem which can be corrected by glasses.</li> <li>• Pupil has a squint/ abnormal head posture/ trips on steps/ wears an eye patch/glasses.</li> </ul>	<p>School should ensure:</p> <ul style="list-style-type: none"> <li>• Pupil wears glasses as appropriate. Check glasses are clean.</li> <li>• Pupil sits in the optimum place in the class, usually near the front.</li> <li>• Child wears eye patch as prescribed to correct a squint, (usually for part of the school day).</li> <li>• Steps are outlined in contrasting colour and trip hazards are removed (coats bags off floor/ rugs fixed down).</li> <li>• Be aware child may have quite poor vision wearing their patch as they will be using their weaker eye.</li> <li>• Child may have problems judging depths and distances if they have a squint.</li> <li>• Some children wear glasses for close work such as reading: they are long sighted (hypermetropic).</li> <li>• Many pupils wear glasses for distance viewing including PE; they are short sighted (myopic).</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement by request.</li> </ul>

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C.	<ul style="list-style-type: none"> <li>• School is aware a pupil has a visual problem which cannot be corrected by glasses.</li> <li>• Pupil has been diagnosed with amblyopia (vision in one eye only), acromatopsia (no colour vision) photophobia (sensitive to light) or a visual field loss such as hemianopia.</li> <li>• Pupil turns head to look/does not see people and objects from one side.</li> <li>• Pupil is sensitive to glare/cannot see in low light/struggles to see print and pictures (with glasses if worn). Pupil bumps into low level obstacles/trips on steps.</li> </ul>	<p>School should ensure:</p> <ul style="list-style-type: none"> <li>• Pupil has been referred for an eye test to check diagnosis.</li> <li>• Pupil sits in optimum place in class so they can use their better eye.</li> <li>• Pupil is protected from glare (close window blinds on sunny days'/wears sunglasses outside).</li> <li>• Staff are aware pupil may take longer to adjust to changes in lighting levels (outside to inside).</li> <li>• Staff switch on room lights on dull days.</li> <li>• Pupil is not asked to share a text book</li> <li>• Steps and changes in surfaces are clearly defined in a contrasting colour.</li> <li>• SENCO to refer pupil to VISS with medical information attached.</li> </ul>	<ul style="list-style-type: none"> <li>• To interpret medical information and explain the implications to parents, school and child</li> <li>• QTVI to observe child and assess their functional vision</li> <li>• QTVI to report back to class teacher/SENCO with strategies to enable child to access the curriculum and school environment</li> <li>• To advise on positioning in the classroom and lighting conditions</li> <li>• To assess use of magnifier and refer to Low Vision Aid clinic as necessary</li> <li>• To monitor child on a termly basis and refer to Mobility Officer if deemed necessary</li> <li>• To advise on magnifying or modifying visual curriculum resources as necessary</li> </ul>

	<b>Indicators</b>	<b>School</b>	<b>Service</b>
<b>D.</b>	<ul style="list-style-type: none"> <li>• School is aware a pupil has a mild to moderate vision loss/visual field loss or cortical visual loss.</li> <li>• Pupil has an obvious visual problem such as cataract or nystagmus (wobbling eye movements).</li> <li>• Mild vision loss: distance visual acuity is less than 6/12 (Snellen chart): near vision: can read N14-18 print.</li> <li>• Moderate vision loss: distance visual acuity is 6/18 to 6/36 (Snellen chart): near vision: can read N18-24 print.</li> </ul>	<p>School should ensure:</p> <ul style="list-style-type: none"> <li>• All above strategies are implemented</li> <li>• Recent medical information is available from the child's eye clinic/hospital.</li> <li>• A referral is made to Sensory Support Service with parent's consent.</li> </ul>	<p>These pupils are usually already known to the Sensory Support Service</p> <p>As per profile code C plus:</p> <ul style="list-style-type: none"> <li>• To explain to parents and teachers the effects of visual impairment and how it affects the child's daily functioning</li> <li>• To provide INSET to school/support staff as required</li> <li>• To advise and train staff on suitable teaching strategies (vocalising instructions, scribing board work, use of artefacts etc.)</li> <li>• To teach access skills such as touch typing and advise on specialist technology as appropriate</li> <li>• To provide support at times of transition to new school settings.</li> <li>• To contribute to Early Intervention Programmes, Disability Team around the Child, Multi-Disciplinary Team and SEND Support Plans</li> <li>• To write report for EHC Plans</li> <li>• To suggest targets for IEP and Annual review and write a report annually</li> <li>• To advise on access arrangements for exams</li> <li>• Mobility Officer to support transitions to new school as necessary</li> </ul>

	Indicators	School	Service
<b>E.</b>	<b>High Level of support/provision</b>		
	<ul style="list-style-type: none"> <li>• School is aware a pupil has a severe or profound vision loss, visual field loss or cortical visual loss.</li> <li>• Pupil has obvious difficulty accessing visual curriculum materials and needs these enlarged or modified.</li> <li>• Pupil is registered sight impaired/ severe sight impaired.</li> <li>• Moderate vision loss: distance visual acuity is 6/18 to 6/36 (Snellen chart): near vision can read N18 – 24 print.</li> <li>• Severe vision loss: distance visual acuity is less than 6/36 – 6/120 (Snellen: near vision can read N24 – 36 print.</li> <li>• Profound vision loss: distance vision is less than 6/120 (Snellen chart): near vision can access small quantities of print larger than N36 or uses Braille/ Moon tactile alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>• If a pupil is new to school, please check medical information and refer if necessary</li> </ul>	<p>As per profile code D plus:</p> <ul style="list-style-type: none"> <li>• To visit pre-school children at home to advise on early intervention programmes for visually impaired babies and young children</li> <li>• To adapt school curriculum as necessary to give the visually impaired child access via modified/tactile materials /artefacts and personalised learning experiences</li> <li>• To assess reading readiness and decide on the most appropriate literacy medium, Braille/Moon/Large Print</li> <li>• To teach child access skills such as touch typing and Braille/Moon and advise on specialist technology as appropriate</li> <li>• To promote and encourage individual well-being including self esteem</li> <li>• To support children to use Low Vision Aids as necessary</li> <li>• Close liaison with Occupational Therapists, Physiotherapists, Speech and Language Therapists, Early Intervention team.</li> <li>• To provide opportunities and access to social activities and VI peer groups</li> <li>• To transcribe pupils Braille for class teachers where appropriate</li> </ul>

			<p>VISS Mobility Officer</p> <ul style="list-style-type: none"><li>• To teach cane skills, road safety, safe travel, use of visual aids such as monoculars, routes to school from home. To support transitions to new school</li><li>• To carry out environmental audit of schools on request</li><li>• To teach road safety and self-help skills</li><li>• To teach independent living skills as appropriate</li></ul> <p>VISS Media Resources Officer:</p> <ul style="list-style-type: none"><li>• To modify resources into Large Print, Braille or Moon as necessary</li></ul>
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