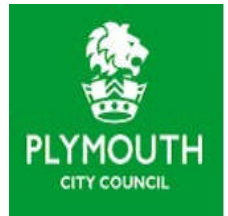


# Plymouth Advisory Team for Sensory Support (PATSS)

## GRADUATED APPROACH GUIDANCE

For CYP with Visual Impairments



The class or subject teacher remains responsible for working with the child on a daily basis. Where interventions are put in place by others, the teacher should liaise closely with the SENCO who should offer support for planning and problem solving (Code of Practice 2015).

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Each area is divided into 3 levels of provision: Universal, Targeted and Specialist. It is expected that in almost all cases, earlier levels of Provision Guidance will have been effectively implemented and evaluated **before** a higher level of the graduated approach is considered.

Good practice when planning provision at all levels of provision.

Involve pupils: have you captured their voice?

- Do they recognise /share concerns?
- What do they think will help them?

Involve parents/carers: have they inputted into the plan?

- Do they recognise/share concerns?
- What are their priorities?
- How can they support progress?

Review current provision:

- Has the pupil accessed quality first teaching across the curriculum?
- Do staff understand/know their role?

Identify outcomes:

- Outcomes should be long-term-with targeted steps to meet them
- Do they include personal and social development outcomes?
- How will you know interventions/provision has been successful?

Plan provisions:

- Review schools arrangements for SEN support-what is already available?
- What new provision might be developed to meet need within the school?
- What resources might be needed(staffing/equipment)
- Are there any training needs?
- What is the expected impact of provision?
- Have all strategies from external agencies been implemented?

Record:

- Record to clearly show needs assessment-outcomes and provision and review arrangements

## UNIVERSAL PROVISION CHECKLIST

Once desired outcomes have been set the universal provision section should be used as an audit tool –so that staff and settings can check that they are providing appropriate and purposeful support for students at universal level.



- Are children and young people (CYP) accessing differentiated learning in the classroom where progress is monitored through an Individual Education Plan (IEP) or equivalent?
- Are CYP fully accessing social activities, e.g. break / lunch times, after school clubs?
- Is the environment clearly organised and uncluttered?
- Have you considered reducing glare from windows, lights, surfaces and resources, e.g. blinds at windows?
- Is there good contrast around school / classroom, e.g. doors/walls?
- Is there good lighting – evenly distributed?
- If students should wear glasses, are they wearing them appropriately?
- Do you say the CYP's name before addressing them?
- Has the position of CYP been considered – e.g. backs to windows?
- Do you use verbal / audio cues to gain attention?
- Do you use alternative ways of recording – various ICT programmes as well as laptops/iPad?
- Have you planned transitions – including EY, KS1/2, KS2/3, Post 16 and in year – e.g. additional familiarisation visits?
- Do you communicate positively with parent/carers?
- Do you provide advice & signposting to parents?
- Have you accessed Introduction to Visual Impairment training?

## FURTHER SEND SUPPORT

This section offers links to websites or documents that offers useful support/resources at Universal level.

<https://www.plymouthonlinedirectory.com>

<https://www.plymouth.gov.uk/visualsightimpairment> Plymouth Advisory Team for Sensory Support

<https://www.plymouthhospitals.nhs.uk/rei> Royal Eye Infirmary, Derriford

## TARGETED PROVISION BANK

The SEND Code of Practice states that where a child does not make sufficient progress through the usual approaches to teaching and relearning, staff should decide on 'additional' or 'different' interventions. If pupils are still attaining at a level below age-related expectations and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then targeted provision should be referred to.



- Are you reducing barriers to learning – e.g. own copy of resources, seating position, large print, good contrast, regular breaks after visually demanding tasks?
- Are resources modified appropriately (once specialist training has been provided), including homework?
- Is there an individual pupil VI profile in place and is it regularly reviewed?
- Has there been an assessment for specialist equipment, training, set up, ongoing support (e.g. hand held magnifier)?
- Do CYP know how to clean and look after their glasses?
- Do CYP need mobility training – e.g. familiarisation of new classroom?
- Do CYP need to develop independent living skills?
- Do you promote road safety awareness for all students?
- Do you provide additional support for social / emotional needs e.g. social skills group / playground games?
- Do CYP have access to a Learning Mentor?
- Has individual VI information been shared as part of all transitions? Is there a need for enhanced transition including EY, KS1/2, KS2-3, Post 16 & in year moves?
- Do you liaise with relevant health professionals, i.e. REI?
- Is family support available?
- Do you have enhanced Home school links / communication?
- What advice/signposting are you providing for parents at this level?

## FURTHER SEND SUPPORT

This section offers links to websites or documents that offers useful support/resources at Targeted level.

<https://www.plymouth.gov.uk/visualsightimpairment>

<https://www.rnib.org.uk> Royal National Institute of Blind People

<https://www.improvinglivesplymouth.org.uk/our-services/sensory-solutions> Local advice, support and resources for adults and children who have sensory loss

<https://www.guidedogs.org.uk>

<https://www.moorvision.org/> Family support group

<https://www.rsbc.org.uk/> Royal Society for Blind Children

## SPECIALIST PROVISION BANK

Specialist provision should be implemented if pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support such as provision identified in the universal and targeted provision sections.



- Has there been multi agency consultation around revisiting of universal and targeted advice and support that should have already been implemented?
- Does the student need direct teaching of braille by a Qualified Teacher of Visual Impairment (QTVI)?
- Does the student require pre-braille / tactile learning?
- Does the student need / use specialist equipment – e.g. Brailnote, Embosser?
- Does the student need alternative means of reading & recording (incl. large print, braille, touch typing)? What advice, monitoring and review is in place?
- Are you aware of and / or accessing available training?
  - modifying resources
  - visual impairment awareness
  - specific conditions
  - SENCO / Multi-agency training
  - Individual / cohort training
  - CYP (Think Right Feel Good)
  - peer awareness training
  - parent training
  - use of sensory room training for visual stimulation / monitoring visual development
    - Mobility & orientation training – pre-cane training, sighted guide training, cane training (long cane, symbol cane), body awareness, spatial awareness, concept development – specific, specialist support, Independent travel
- Do CYP need to be assessed by a QTVI?
  - Functional Vision Assessment (FVA)
  - Print size assessment
  - learning media assessment
  - specialist equipment (e.g. electronic magnifier)
- Does CYP need a habilitation assessment (mobility and living skills)?
- Is the CYP following an independent living skills programme – specialist equipment and training, e.g. money, shopping, dressing, travel? Is this continued within school?
- Have you discussed access and support arrangements for exams with a QTVI?
- Do CYP need / follow a visual stimulation programme (0 – 7 years)?
- Have you invited QTVI / Access and Inclusion Worker to the TAM / EHCP review as part of specialist outcome based planning?

- Has an environmental audit been carried out and actioned e.g. lines to highlight step edges?
- Do CYP require additional familiarisation transition visits with an Access and Inclusion Worker?
- Has the student been registered as severely / sight impaired?

## **FURTHER SEND SUPPORT**

This section offers links to websites or documents that offers useful support/resources at Specialist level.

<https://www.plymouth.gov.uk/visualsightimpairment> Advice, information, training

<https://www.rnib.org.uk> Advice, resources

<https://www.improvinglivesplymouth.org.uk/our-services/sensory-solutions>

<https://www.guidedogs.org.uk> CYP services

<http://www.ssc.education.ed.ac.uk/> Further information around specific conditions and helpful strategies

<http://nystagmusnetwork.org/> Information and strategies around nystagmus

<https://www.partsight.org.uk/> Specialist resources / stationery

<https://www.rnibbookshare.org/cms/> Electronic access to texts

[www.calibre.org.uk](http://www.calibre.org.uk) Audio books

[www.seeingear.org](http://www.seeingear.org) Audio / electronic books

[www.sense.org.uk](http://www.sense.org.uk) Support for deafblind children and families

[www.livingpaintings.org](http://www.livingpaintings.org) Tactile / braille books and pictures

<http://www.doorwayonline.org.uk/> Online touch typing training

<https://www.moorvision.org/>

<https://www.rsbc.org.uk/>