

City of York Banding Thresholds May 2018

**Visual Impairment
Support**

	Funding	Descriptor Visual Impairment	Assessment and Planning	Teaching and Learning strategies	Curriculum/Interventions	Resources (including staffing)
0	<p>Mainstream Element 1 £4K (AWPU)</p>	<p>The CYP experiences needs which are managed well in a mainstream class with appropriate differentiation of task and teaching style.</p> <p>A CYP who should wear glasses, without which their vision is impaired.</p>	<ul style="list-style-type: none"> • Schools key stage 1 to 4 assessments. • 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 centered 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 • Quality First Teaching meets the needs of all pupils and includes: <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. • 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 eg 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 	<p>The curriculum includes examples of diversity.</p> <ul style="list-style-type: none"> • The school can demonstrate an inclusive ethos that supports the learning and wellbeing 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 SEAL materials and interventions. • 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. • 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 	<p>Quality First Teaching.</p> <ul style="list-style-type: none"> • A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the school. • A regularly monitored, reviewed and updated inclusion policy underpins practice. • The school employs additional adults to support the needs of all pupils eg. MSAs, Family Support Worker • All staff including TAs and MSAs 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 • All staff have received training on SEN and understand how to support with learning difficulties. • School staff access LA training to keep informed on meeting the needs of CYPs. – Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice. E.g. Wave 1 Resource File, Writing a Case Study • Whole school inclusion policies and practice implemented consistently. • Other relevant materials. • Main provision by practitioner in setting • general advice to school from the specialist teaching team. • Whole school inclusion policies and practice implemented consistently. • Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice e.g. Vision Friendly Schools' publication, 'Exploring Quality' a self review framework for schools with VI CYPs with multiple disabilities • Advice on the supply / provision of resources and training. • Educational visits guidance. • Staff access to generic LA training regarding meeting the needs of CYPs with Visual Impairment. • Monitoring of CYP 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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1 SA	Mainstream Element 1 £4K + Element 2- (formula funding)	<p>A CYP who has a mild visual loss (National Sensory Impairment Partnership criteria).</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>A CYP with a diagnosis of a visual impairment who can learn through whole class teaching and generally copes well within the school environment but can find it difficult or stressful at times.</p> <p>A CYP with reduced vision who requires short periods of adult intervention targeted at specific curriculum areas or specific social times.</p> <p>A CYP with monocular vision.</p> <p>A CYP whose vision means that they require changes to classroom seating arrangements, slightly enlarged text and/or white/interactive board access.</p>	<p><i>Band 0 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. • A My Support Plan may be written (in consultation with parents) to share advice on successful strategies eg 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>Band 0 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. • The quality of printed material should be appropriate for all CYP as regards clarity, layout, font size and colour contrast. 	<p><i>Band 0 plus:</i></p> <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. • 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. 	<p><i>Band 0 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 groupwork 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. MSA/TA) for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities, supervision in the playground. • Home-school communication book. • Time for scheduled meetings with parents on a regular basis. • School may consult the Specialist Teaching Team for advice on best practice. • Awareness raising for staff about the educational implications of specific visual conditions.
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2 SA +	Mainstream Element 1 £4K + element 2- (formula funding <15 hours TA) £6,200	<p>The CYP who has either a mild (top level of scale) or moderate visual loss (National Sensory Impairment Partnership criteria).</p> <p>The CYC who has a diagnosis of cerebral visual impairment (CVI) whose condition has not improve following strategies put in place by the Eye Clinic.</p> <p>The CYP has identified needs which require additional specific provision or specialist advice e.g. a detailed time limited programme, intervention personalised timetable and/or resource.</p> <p>A CYP who has a significant visual impairment which impacts on his/her ability to access the curriculum independently. Outside agencies are involved and the CYP is accessing customised resources.</p> <p>A CYP who may require intervention in all practical subjects.</p> <p>The CYPs visual impairment could co-exist with other secondary needs.</p>	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> • Environmental audit School Access/Equality Strategy. • Consideration to CAF/Family Plan if appropriate. • Risk assessments of tricky situations to inform adaptations incl. educational 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. starting pre school, primary, secondary, post 16, adult life. • 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 • My Support Plan to share advice on successful strategies, written in consultation with parents, including <ul style="list-style-type: none"> risk assessment moving and handling health care school visit risk assessment swimming risk assessment emergency evacuation mobility • Close scrutiny of tracking 	<p><i>Bands 0 and 1 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. • Use of equipment to access the curriculum. 	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> • Regular/daily small group teaching of social skills. • Peer awareness. • Teaching assistance 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 eg laptops, cameras, speech/large print software or talking equipment. • Teaching assistance is targeted towards the supply of teaching and learning resources eg <ul style="list-style-type: none"> the preparation / resourcing of suitable visual materials. 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 interactive white board. • supervision at breaks and lunch time as required. • Independence skills– under guidance of Teacher of the VI, trained school staff or outside agency. • Specialised ICT access. • Adapted PE activities. • Accessible access to the school network. 	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> • Time for formal meetings with parents on a regular basis. • Time for meetings with the Specialist Teacher • allocate appropriate accommodation for visiting professionals to work with individual CYPs, taking into account safeguarding issues. • Access to STT 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. • Consult with the specialist teacher for when recruiting staff to work with a named CYP. • VI specific advice from the specialist teacher 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. • Advice on use of ICT to access the curriculum from the STT. • Use of the yellow file to co-ordinate involvement of different agencies.

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3 St	<p>Mainstream Element 1 £4K + element 2- (formula funding) 15 hrs or £6,200 + element 3 (top up funding)</p>	<p>A CYP who has a severe visual loss (National Sensory Impairment Partnership criteria).</p> <p>The CYP has significant primary needs which impact on progress requiring Long term involvement of educational and non-educational professionals as part of statutory assessment / EHC plan .</p> <p>Possibly some complexity of other needs.</p> <p>A CYP who has a visual impairment which greatly impacts on his/her ability to access the curriculum without additional resources.</p>	<p><i>Band 0,1 and 2 plus</i></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 statutory assessment / EHC plan. Risk assessment to identify dangers and need for additional support. Regular multi agency assessment and/or review of strategies and progress. Review the EHC Plan annually when all agencies are involved in reflection and joint planning in partnership with CYPs and their parents/carers. Individual risk assessments for practical subjects. Involvement of educational and non-educational professionals as part of Annual Review . Assessment and advice from CYC specialist teachers that is updated regularly. Specialist ICT assessments. Evacuation plan. A more detailed individual plan. 	<p><i>Band 0,1 and 2 plus</i></p> <ul style="list-style-type: none"> The class/subject teacher is accountable for the progress of the CYP within the mainstream class Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, taking into account the advice within the EHC Plan, annual review and advice from agencies. Facilitate production of differentiated materials in accordance with the advice from the specialist teacher. 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. 	<p><i>Band 0,1 and 2 plus</i></p> <ul style="list-style-type: none"> Teaching style and tasks are adapted to suit CYPs learning style. Individualised support to implement recommendations from support services e.g. STT, OT etc. Structured individual programmes. Programmes to develop social interaction and emotional well being, as identified by the EHC plan. Advice and assessment of the use of specialist or adapted ICT to access the curriculum. Mobility and independence to be provided by a Habilitation Officer. Classroom support in all lessons additional time for preparation of resources. Production of differentiated materials in accordance with the advice from the specialist teacher for vision support. 	<p><i>Band 0,1 and 2 plus</i></p> <ul style="list-style-type: none"> SENCOs provide support to teacher and TAs and take responsibility for arranging appropriate specialist CPD and quality assuring the learning experience of the CYP Staff training in the use of specialist resources. High level of multi-agency involvement. Co-ordinate the involvement of a range of agencies, one of whom may fulfill the key worker role. Time to work with the Specialist Teacher for joint planning with the CYP, family 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 CYPs, parents and other professionals when determining priorities for individual children. Work together with the child, parents and staff to identify priorities for the child's individual programme of work. Sign post families and schools to a range of voluntary and statutory services regarding benefits, access to additional funding for non-educational activities. Opportunities for the CYP to meet a disability peer group and disabled adult role models where appropriate. Encourage participation in activities Organised by voluntary organizations. Access to mentor systems. Regular opportunities to work/socialize with disability peer group as appropriate. Adult support to facilitate social interaction, supervision in the playground, support to develop/maintain attention skills, to set up equipment, support CYPs management of it, and establish working routines. Provision, storage and maintenance of specialist equipment On site mobility to develop or enhance independence skills. Independent travel training to develop independence skills for the future.

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4 St+ Alt	Mainstream Element 1 £4K + 15 hrs element 2 + element 3 or ERP	<p>A CYP who has either a severe visual loss (top level of scale) or profound visual loss. (National Sensory Impairment Partnership criteria).</p> <p>The CYP will experience significant, complex persistent and enduring difficulties The CYP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication & cognitive.</p> <p>A CYP who is a tactile learner (moon/Braille). The CYP may be able to access N36+ size print.</p> <p>The CYP experiences complex, frequent and persistent difficulties associated with visual impairment.</p> <p>The CYP needs a high level of support in class and for preparation of resources.</p> <p>The CYP is extremely vulnerable and there are safeguarding issues to consider due to acute levels of mental health concerns.</p> <p>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.</p>	<p><i>Bands 1,2 and 3 plus:</i></p>	<p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from Senco and advice from education and non-educational professionals as appropriate • 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. 	<p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> • Specialist teaching focusing on both learning curriculum and social skills throughout the school day. Targets informed by Annual Review/EHC plan. • Curriculum to include life skills and highly differentiated PHSE aspects e.g. SRE (Sex and Relationship Education). • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher. • Adult support to access an individualised curriculum. • Opportunities to explore their identity. • Adult support to set up equipment and establish working routines in most lessons. • Assistance with visual access to subject specific equipment eg science, technology, maths and ICT. • Assistance when moving between lessons. • Staff supervision at break and lunch times. • 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. • Support in and out of class to access school life. • Transcription time. 	<p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> • Access to support from highly skilled and experienced staff within small classes with a high adult ratio or 1:1 specialist support in mainstream. • Skilled TA 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 TA support as specified in 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 CYPs, taking into account safeguarding issues. • Make staff available for training in the use of specialist equipment. • School co-ordinates the involvement of a range of agencies one of which may fulfill 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.

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5 Alt +	Special School £10K & element 3	<p>A CYP who has a profound visual loss. (National Sensory Impairment Partnership criteria).</p> <p>The CYP experiences significant life long learning difficulties for which specialist provision is appropriate. These may be compounded by other co-existing needs.</p>	<p><i>Bands 1,2,3, and 4 plus:</i></p> <ul style="list-style-type: none"> • Long term involvement of educational and non-educational professionals as part of Annual review/EHC plan. • Regular risk assessments to consider risks to self and others. 	<p><i>Bands 1,2,3, and 4 plus:</i></p>	<p><i>Bands 1,2,3, and 4 plus:</i></p> <ul style="list-style-type: none"> • Requires additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the CYP. • Multi-disciplinary planning for complex needs which can be met from local provider in York. 	<p><i>Bands 1,2,3, and 4 plus:</i></p> <ul style="list-style-type: none"> • Specialist staff to support due to high level of vulnerability presented by the CYP. • Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS. • use of multi-disciplinary special resources

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5b	Special School, specialist class, or package £10K & element 3	<p>A CYP with persistent complex visual impairment needs which affect social, emotional wellbeing and behaviour.</p> <p>Additional staffing, resources or alternative provision are needed to ensure continuation of placement.</p> <p>CYPs need a personalised package of support.</p> <p>Deaf/blind CYP.</p>	<p><i>Band 5 plus:</i></p> <ul style="list-style-type: none"> • Completion of assessments for consideration at SENAP and/or Joint Panel. All professionals agree that the CYPs needs can only be met with additional resources. 		<p><i>Band 5 plus:</i></p> <ul style="list-style-type: none"> • Requires additional staff support to access learning in a mainstream setting due to high level of vulnerability presented by the CYP. 	<p><i>Band 5 plus:</i></p>

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6	Out of area independent specialist provider	All of the above but the CYP has such complex needs in addition to their visual impairment that their needs cannot be met in a school within York, i.e. they attend a non-maintained educational or residential placement (Out of Area). This may also include support for health and social care issues.				