

Specialist Teaching and Support provided by VST:

- Functional Vision Assessments- formal and informal vision assessments undertaken within the learning environment that the child is learning in day to day. The learning environment can impact significantly upon the CYP's functional vision, in relation to the lighting, as well as the time of the day that the child is undertaking visual tasks. These are taken into consideration when individualised advice is drawn up for the CYP.
- In-class support and observation- these are undertaken and used to inform how the CYP is visually accessing his/her learning. These are essential within practical subjects and visually demanding subjects, such as English, in order to advise staff on individualised support required for subject specific issues.
- Written advice- visual access management plans are drawn up, to advise staff and parents on how best to meet the CYP's visual access needs. These are updated regularly to reflect the CYP's most current support requirements.
- Advice on examination arrangements- following assessment of a CYP's vision and his/her access to the curriculum formal written advice on access arrangements is drawn up; in line with examination board requirements.
- Advice on differentiation to the full curriculum for good visual access, in line with the individual pupils' visual access needs.
- Environmental audits- undertaken throughout the school, to take into account the specific needs of the pupil with a vision impairment.
- Advice on assistive IT equipment- advice is given on the most suitable IT equipment to meet the individual CYP's vision impairment, its impact upon his/her visual access to the curriculum and the learning environment he/she is studying in.
- Modelling of how best to modify and adapt curriculum resources, to meet the individual pupils' access needs and visual concept development.
- Individual teaching, including touch typing tuition and Braille are implemented where required.
- Assessments for EHC Plans- including the writing of reports for EHCP assessments and reviews.
- Peer awareness- to whole classes, or as year group assemblies.
- Emotional support and developing confidence- eliciting pupil voice and using this to inform the CYP's future support requirements. Developing the CYP's ability to express their access needs, to understand and explain about their vision impairment in order to self-advocate.
- Training- training is offered to a variety of school staff, depending on what is required to meet the needs of the pupil. More bespoke training can be planned and organised, in discussion with the support Teacher.
- Advice and guidance for parents and school staff on the pupils specific vision impairment and the impact on a CYP's learning.

- Opportunities for CYP to meet up with other pupils with vision impairment from other schools. These activities are a mixture of events, including preparing pupils for adulthood (including independence) as well as social events to develop their identity as young people with a vision impairment.
- Multi-agency working- liaison with relevant Health agencies to ensure support and advice is current and most suitable for the specific needs of the CYP.
- Advice on target setting, attainment and tracking of pupil progress.
- Support packages for transition- these are tailored to the individual pupils needs, including support to the CYP's parents/carers.
- Mobility training, from trained Habilitation Officers, to develop a CYP's independent safe travel in and around school, as well as within their wider community.
- Advice on the implementation of the Equality Act 2010, which requires that appropriate learning environments are provided for pupil's with vision impairment.