**Visual Impairment High Quality Universal Provision**

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| **How will you keep my child safe and cared for?**   * Setting to collect clear and concise information about individual children prior to admission, including specific questions about parental concerns, including any ophthalmic information * Information on children’s needs shared with all relevant staff. * Well organised rooms with clear route ways as advised by Sensory Impaired Service if appropriate. * Recognition of particular stresses and anxieties that a visual impairment may cause. * Awareness raising discussions with other children in setting to facilitate a better understanding of a visual impairment. * Policies acknowledge that differentiation may be needed to take account of the individual needs of children * Settings will signpost families to the Local Offer for information from Sensory Impairment Service and other specialist agencies /support groups e.g. Royal National Institute for the Blind   (RNIB), |
| **What activities, adult interactions and support will be provided to help my child learn?**   * Cycle of observe, assess, plan, do and review provides differentiated opportunities for individual children’s needs and specific strategies to   support children with visual impairment, as advised by Sensory Impairment Services   * Key persons must ensure that every child’s learning and care is tailored to their visual impairment needs and responsible for supporting child in   care and wearing of glasses or other aids.   * Key persons to support the above by verbalising print in the environment/ providing larger print. * Print, such as name cards is adapted to correctfont size to support child. * Child with visual impairment seated close to adult and props being used and best seating arrangements in relation to light source and eye dominance * Effective use of blinds and lighting to improve environmental conditions, including task lighting and I..C.T |
| **How will I / you know my child is making progress?**   * Settings support parents/carers to obtain clinical assessment when a visual impairment is suspected. * Key staff are aware of referral procedures to other agencies including health, education and social care. |

**Visual Impairment SEN Provision**

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| **How will you keep my child safe and cared for?**   * High quality universal provision is in place * Ensure the continuous provision is safe and free of clutter and hazards as per setting risk assessment and advice from Sensory Impaired Service * The setting promotes active involvement of VI children and young people providing opportunities to make a positive contribution and develop self esteem and independence. * Support children with VI in the outdoor environment to ensure accessibility and that they are safe. |
| **What activities, adult interactions and support will be provided to help my child learn?**   * Qualified teachers of the visually impaired work with SENCO/Key person /setting to facilitate the child’s access to the Early Years Foundation   Stage (EYFS). This may include,   * + Advice on adaptations or use of aids and equipment   + t Modification of resources and approaches according to Individual needs * EYFS planning shared with the qualified teacher of VI to enable resources to be prepared to support the learning. * Practitioners should have time to adapt resources to promote child’s independence e.g. larger pictures/story props. * Where adaptations to the learning environment may be necessary. Advice should be sought from a qualified teacher of the visually impaired. * Additional adult support for trips e.g. visits to a farm. * All practitioners working with child with VI to modify language accordingly, e.g. when giving instructions. * To develop specialist skills to improve curriculum access e.g. use of specialist equipment following advice from Teacher of VI. * A consistently well organised and consistent environment to support children with VI so they know where specific resources/activities are stored. * Individualised learning opportunities may be necessary to address specific needs and routines and may include, * extra time, * 1-1 support * adapted resources within the continuous provision. * Access to differentiated programmes to facilitate and enhance residual functional vision and/or pre braille skills * Staff to access appropriate training * EHCP application if appropriate * Full reference to Knowsley graduated response Vision Friendly learning Environments and Vision Friendly Teaching Approaches (NBCS 2007, now out of print) |
| **How will I / you know my child is making progress?**   * Play plan targets relating to VI will be included and identified support and strategies implemented across all sessions. Progress of these monitored   regularly   * Following a diagnosis, qualified teacher for visual impairment will assess the child’s functional use of vision, to include observations of child in context * Assessment of need for specialist equipment by qualified Teacher for VI. |