

# Core Standards for SEND for Swindon

## Guidance Materials

### Swindon Core Standards for SEND

#### 3.4.3 Visual Impairment

##### Universal Provision

A child/young person with a visual impairment should have reasonable adjustments made through Universal Provision and Quality First Teaching which enable them to access the curriculum and participate fully. For instance, they should have access to:

- carefully considered placement within the classroom to minimise distractions and to support listening and direct line of sight, minimum glare
- a calm, quiet learning environment that supports listening, attention and communication
- a well organised learning environment with minimal clutter
- a learning environment with comfortable lighting and minimal glare
- a quiet work area if needed
- large print resources with good quality print and good contrast
- resources with minimum visual clutter
- extra time to complete tasks and 'down time' to reduce the effects of visual fatigue
- short bursts of focused adult support to check understanding of instructions and teaching
- a Buddy/befriender system or similar at play and lunch times

##### Identification of SEN

A pupil may have a Special Educational Need if their visual impairment impacts on their access to the curriculum and/or causes a barrier to their learning or their ability to interact successfully with others and if the support required is additional to or different from that which would normally be expected for pupils of the same age. A child or young person would be identified as having a Special Educational Need under the area of Visual Impairment if they regularly require support in order to be able to:

- access the curriculum and engage with activities
- move around the site safely
- interact successfully with others

##### SEN Support

A child at SEN Support level with a visual impairment should have access to:

- a referral to the Advisory Teacher for visual impairment (should be considered)
- an allocated adult to ensure that any aids are working and being used properly

##### High Needs

As a guide, a child or young person may be identified as having High Needs in the area of Visual Impairment if they:

- have a moderate visual impairment (6:18 – 6:36/ Log MAR 0.5 – 0.78/N18 – N24)
- are unable to access the curriculum without significant amounts mediation and/or adaptations of curriculum materials
- require specialist support and/or adaptations to materials
- require additional support to ensure safety

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#### **Provision at High Needs**

The provision that a child or young person with High Needs under the area of visual impairment requires will be outlined in their Education, Health and Care Plan (EHCP). Details of EHC assessment and plans are contained within the 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020'.