

Role of the school and the Specialist Qualified Teacher of the Vision Impaired (QTVI) – Quality First Teaching

Quality First Teaching for Pupils with Profound Vision Impairment	Specialist Support and Additional Teaching from a Qualified Teacher of the Vision Impaired
<p>Pupils with a profound visual impairment should have access to a differentiated curriculum which prioritises the pupil’s need to learn the essential skills of the expanded core curriculum: Assistive Technology, Career education, compensatory access, Independent Living, Orientation and Mobility, Recreation and Leisure, Self Determination, Sensory Efficiency and Social Interaction.</p> <p>Where appropriate, it is this curriculum which should form the basis of planning and assessment.</p> <ol style="list-style-type: none"> 1. Good management of the classroom environment to ensure background noise is kept to a minimum and visual distractions are minimised. <ul style="list-style-type: none"> Plan and adapt the classroom environment and any group or practical work to ensure that the pupil is in the optimum seating (viewing) position. This may change with different activities and from feedback by the pupil on what works well for them. They should not be isolated from their peers. 2. Good management of all specialist equipment to ensure access to curriculum materials and learning. <ul style="list-style-type: none"> Ensure equipment such as e.g. CCTV, Braille Note, sloping desks are used consistently and effectively to maximise access to learning and the environment. 	<ol style="list-style-type: none"> 1. Training, modelling and advice on teaching strategies to be used in the classroom which will make the curriculum accessible and which take account of the impact of vision impairment on learning. 2. Specialist teaching of the Expanded Core Curriculum. 3. Specialist assessments for learning which are used to track progress and inform next steps for those areas known to be impacted by a vision impairment 4. Specialist input to class planning to include short/medium and long term plans. Some topics may be unsuitable for VI pupils with severe/profound impairment and alternatives may need to be planned and provided. Some lesson objectives may need to be met by alternative methods /teaching strategies for pupils with profound vision impairment. 5. Planning and input to target setting with specialist emphasis to the vision impairment. . This includes attendance at annual reviews and writing of associated reports. 6. Provision, training and management of specialist equipment such as Prodigy and Braille Note which enable

- Provide safe accessible storage and ensure that all parts of equipment are kept together.
- Carry out PAT testing of electrical equipment and put onto school insurance as per the SCS loan agreement.

3. Good communication strategies will take in to account the specific needs of the individual pupil with vision impairment.

- Strategies will be employed by all staff across the school which promote inclusion of the young person across all aspects of school life.
- Pupil's attention will be gained before adults or pupils start speaking.
- Teaching staff need to use auditory information to supplement lack of visual clues and information depending on the vision impairment of the young person. VI pupils are likely to miss out on incidental learning.
- For some pupils visual tasks may need to be broken down in to smaller more manageable chunks in the order they are to be completed with allowance made for the need for more processing time.
- Check that the pupil has understood the task before they begin. "Tell me/show me what you have to do."
- Check for understanding through asking questions and observe responses – particularly with respect to concept acquisition.
- Minimise use of abstract vocabulary
- Pupils should be encouraged to seek clarification if

vision impaired and blind pupils to access learning in both educational and home settings.

- 7. Specialist teaching** to develop specific skills in e.g. listening, Braille, Key Board skills and specific pieces of specialist equipment
- 8. Delivery of targeted programmes** to promote independent use and management of specialist equipment by pupils
- 9. Specialist teaching and 1-1 support** in class to reinforce learning of specific topics within subject areas.
- 10. Training for all school staff** in general VI awareness as well as specific to the VI pupil – to include peer training.
- 11. Specific TA training** for staff working with an individual VI pupil.
- 12. Advice and support in the writing and implementation of specialist risk assessments.**
- 13. Specialist report and advice on exams and statutory tests** which enable access for vision impaired pupils.
- 14. Environmental audits** of learning environments/ classrooms/ schools leading to advice and a written report highlighting recommendations on ways to improve the environment for pupils who are vision impaired.

unsure about a task or instruction

- Extra time for thinking, processing and formulating responses should be allowed.

4. In the lesson

- Lesson content should be presented in a way which meets the individual pupil's visual needs
- Ensure equality of access to electronic information for all VI pupils – including access to the whiteboard/homework sites and internet.
- All tasks should be differentiated by length in to order to allow pupil to complete within the same time frame as their peers – this should be for in class and homework.
- Prescribed glasses should be worn as advised and ensured that they are clean
- Vision impaired pupils should not be asked to share books or worksheets
- Photocopies of work must be of high quality, good contrast, clear and not reduced in size. (A4 **not** A3) They also should not have a shiny surface.
- Background colours on the interactive whiteboard should reduce glare and pens used on the board should be dark with high contrast.
- Pupils should use dark pens and B3 pencils for writing to improve contrast.
- Pupils should be able to access the teachers feedback form the lesson in their preferred format.
- The classroom needs to be well organised to avoid hazards such as bags on the floor or furniture which may

15. Provision of Registered Qualified Habilitation

Specialists (QHS) who support and teach specific skills such as long cane training, daily living skills, travel training and mobility

16. Management and provision of Educational Special

Teaching Assistants (QESTAs) who work with the QTVI to deliver targeted intervention programmes.

be difficult to manoeuvre around.

- Specialist arrangements should be in place for all tests and exams to include modified papers as well as additional time.

5. **Teaching Assistants** should be used effectively to support the young person's access in the lesson while promoting and developing independent learning

- They should have time to meet with class teacher and QTVI to discuss & plan appropriate modifications of tasks & activities, especially for a blind child
- They should have sufficient time for modification in advance of lessons
- They should be suitably trained /qualified in working with pupils with vision impairment.
- They should be given time for ongoing training e.g. in use of new specialist equipment

6. **Pupils** should be asked on a regular basis for feedback to monitor their access to lessons and to find out what is working well or needs adjustment.

7. Ensure that all **school policies and guidelines** take into account the needs of the young person who has a vision impairment

8. School should be able to provide evidence that they have followed the advice/recommendations of the QTVI and RHQS.