

Service Core standards, Core provision and Specifications

SENSORY PHYSICAL AND OCCUPATIONAL THERAPY – SPOT SERVICES

Promote inclusion, build independence, and value individuality

VISION SUPPORT TEAM

Core Standards for Children and Young People (CYP) with Vision Impairment

Support for CYP	<p align="center"><u>UNIVERSAL</u></p> <p align="center">ALL CYP: High quality teaching</p>	<p align="center"><u>SEN SUPPORT</u></p> <p align="center">SOME CYP: Additional targeted support</p>	<p align="center"><u>HIGH NEEDS</u></p> <p align="center">A FEW CYP: Support for complex and long-term special educational needs</p>
<p><u>Why we do it</u></p> <ul style="list-style-type: none"> Promoting engagement & participation Achieving the best possible outcomes Preparing for adulthood through successful transitions. Enabling independence. 	<ul style="list-style-type: none"> All children and young people (CYP) have the opportunity to be happy, safe, and lead fulfilling lives as per the Somerset SEND Strategy 2016-2019. The setting provides a warm, safe, empathetic, non-judgmental and positive ethos, supporting individual wellbeing. Governors and senior leadership team are aware that, with <u>the appropriate support</u>, children with a vision impairment can achieve in the same way that children without a visual impairment can. All families feel supported and reassured by the advice and support provided. <p>Every teacher/lecturer/practitioner is a teacher of every child and young person.</p> <p>Please refer to the generic Core Standards for all children and young people (0-5; 4-16; 16-25) for further detail.</p>	<p>All of column 1 plus the following where appropriate:</p> <ul style="list-style-type: none"> With appropriate support CYP with vision impairment can achieve in the same way as those without. Staff are given sufficient time, training, and support to create appropriately modified resources and develop teaching strategies to meet CYP individual needs. Staff, families and CYP are given independence and mobility training by a Habilitation Specialist. Arrangements are made to support CYP with vision impairment to actively engage with learning, review and decision-making meetings, including Annual Reviews. Settings can implement reasonable adjustments and a plan for accessing learning which addresses specific vision needs. Settings are guided through an audit process to increase the site accessibility. 	<p>All of columns 1 and 2 plus the following where appropriate:</p> <p>Provision for CYP with high needs is very likely to be highly specialist e.g. regular and frequent close monitoring and support from Qualified Teachers of CYP with Visual Impairment (QTVIs), Qualified Habilitation Specialists and Specialist Support Advisors (SSAs).</p> <p>Support for these CYP will include, but will not be limited to:</p> <ul style="list-style-type: none"> A multi-professional, coordinated, detailed assessment of special educational needs often involving education, health and care services. Plans clearly detailing outcomes for the individual CYP alongside strategies and resources designed to support the achievement of these outcomes CYP and their families are involved in target-setting and decision-making Formal transition planning and review processes are in place.
<p><u>What we will do</u></p> <ul style="list-style-type: none"> Assess Plan Do Review Transitions 	<p>EHA referral visit:</p> <ul style="list-style-type: none"> Discussion with class teacher/key worker/SENCo/parent A Functional Vision Assessment of CYP by a Qualified Teacher for a child with a Visual Impairment (QTVI) Discussion with parents Referral to Qualified Habilitation Specialist or Specialist Support Advisor if appropriate who will carry out a full assessment using NATSIP and HabVI UK guidance Initial full (FVA) report with relevant background information, update from ophthalmology (where obtainable) and recommendations to support visual access to the curriculum. Arrange follow-up visit where relevant Complete NatSIP matrixing to determine support package needed and which may move the CYP up into SEN support. Support with Environmental Self-Audit Pack Email/ phone support available Reasonable adjustments are made to enable ALL CYP to engage in the curriculum. 	<p>All of column 1 plus the following where appropriate:</p> <ul style="list-style-type: none"> Training available from a range of professionals in the Vision Support Team (VST) in relation to the specific visual needs of the CYP Plan carefully for transitions including specialist equipment transfers to new settings followed by training and curriculum resource requirements. Monitoring visits to observe curricular access and support the implementation of VST recommendations. Advise on specialist equipment to support CYP's curricular access and application by VST via School Access Initiative. Provide CYP assessment and input from VST Habilitation Specialist. Provide mobility aides eg a cane and advise on supportive tech for Independent Living Skills (ILS). Links are made with voluntary agencies eg www.somersetssight.org.uk, www.rnib.org.uk <p>Class teacher/ SENCo will be made regularly available to liaise directly with VST advisory staff.</p>	<p>All of columns 1 and 2 plus the following where appropriate:</p> <ul style="list-style-type: none"> SENCo will arrange review meetings, which include CYP, their families and involved VST professionals. VST professionals will contribute to outcomes as part of an EHCP review. VST professionals will teach specific low vision skills eg braille, habilitation/ independence skills and the use of specialist equipment.

<p>How we do it</p> <ul style="list-style-type: none"> Environment, Resources, Equipment, Curriculum, Teaching and Planning Healthcare within Educational Settings 	<p>Every teacher/lecturer/practitioner is a teacher of every child and young person</p> <ul style="list-style-type: none"> Consideration is given to visual access for all CYP and reasonable adjustments are made, eg: <ul style="list-style-type: none"> Suitable seating position Clear presentations with good contrast and font size Visually accessible classroom displays Use of appropriate resources eg matt laminates rather than shiny ones Differentiated curriculum Additional time for CYP with visual impairment to access and record work. A range of guidance documents are available to staff to support access to the curriculum Staff have access to arrange of useful websites and resources Risk assessments are in place as required A personal emergency evacuation plan is in place if necessary. Reasonable adjustments are in place to improve access eg site adaptations to meet CYP's visual needs. The habilitation team provide various documents to support settings to self-audit. 	<p>All of column 1 plus the following where appropriate:</p> <ul style="list-style-type: none"> A range of training is available for staff working with CYP with a visual impairment. VST will contribute to review meetings, which include CYP, their families and involved professionals. Focused intervention plans (or equivalent) will clarify interventions and expected outcomes. These are regularly reviewed and evaluated. Deliver staff training eg the implications of CYP's visual impairment, modification of resources, habilitation skills, specialist equipment and teaching strategies. Provide recommendations for special arrangements for external/internal learning assessments (Exam Access Arrangements). Advise staff on pre and post teaching planned to support understanding and ability to work as independently as possible, participate in all learning activities and consolidate learning. Signpost to the VST Environmental Self-Audit Pack for building adaptation for transitioning CYP, providing additional guidance if required. Appropriate modifications to the classroom and whole school environment which may include adjustments to ensure that the visual and listening environment takes account of individual needs. Support staff and CYP in touch-typing and introduction of suitable program. Support CYP and staff in orientation of the school and familiarisation. Train staff in sighted guiding for CYP 	<p>All of columns 1 and 2 plus the following where appropriate:</p> <ul style="list-style-type: none"> Specialist, personalised resources and strategies (including specific training) in accordance with the CYP's visual needs Provide specialist equipment and training to meet CYP needs e.g. braille equipment, electronic magnifier, cane. Direct teaching of CYP by QTVI e.g. braille, specialist equipment. VST Habilitation Specialists support staff and CYP e.g. sighted guide, cane skills, mobility and independence. VST contribute to multi-agency planning, involving CYP and their families, which will be carried out prior to any significant transitions.
<p>Who will do it</p> <p>Responsibilities</p>	<ul style="list-style-type: none"> All staff to be aware of signs and the impact of visual impairment including those which may fluctuate. The whole setting welcomes all CYP with additional needs and their parent/carers. Governors and all staff are fully aware of their roles and responsibilities in relation to supporting CYP as per the SEN Code of Practice Governor/senior leadership team have an accessibility strategy and are committed to developing access for all people with visual impairment CYPs with sensory needs are portrayed positively throughout the setting and curriculum. Parents/carers are aware of how to support and consolidate at home. 	<p>All of column 1 plus the following where appropriate:</p> <ul style="list-style-type: none"> Staff, parents and carers, and involved external professionals will work in partnership during planning and review processes. CYP give their own view to help inform planned programmes and support. VST liaise closely with existing and new staff, CYP and parents/ carers at points of transition. Senior leadership team/SENCO ensure that: <ul style="list-style-type: none"> Staff have the time, training and resources to deliver the actions and range of support listed above and in column 1. Access arrangements are applied for well in advance and support is put in place for all internal and external exams. Teachers remain responsible for the planning, delivery and monitoring of the personalised programme. 	<p>All of columns 1 and 2 plus the following where appropriate:</p> <ul style="list-style-type: none"> SENCO will arrange review meetings, which include CYP their families and involved professionals. For CYPs with EHCPs, information relating to changes to a young person's needs, targeted outcomes, or effective provision will be fed back to the SEN Casework team via the Annual Review paperwork. SENCO will follow the relevant statutory process for any CYP with EHCP as described in the SEND Code of Practice.

		<ul style="list-style-type: none">- The SENCO is responsible for oversight and monitoring of personalised programmes.- A breadth of outcome monitoring processes is in place to monitor the wider progression of skills for CYP with visual requirements, e.g. touch typing, literacy and health and emotional wellbeing.- CYP are able to participate in all extra curricular activities, e.g. lunchtime activities, off-site visits, school productions, and work experience.	
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Specific Provision for Children and Young People (CYP) with Visual Impairment

Support for CYP in accordance with NatSIP guidance	<p align="center"><u>UNIVERSAL</u></p> <p align="center">ALL CYP with a mild diagnosed or suspected visual impairment.</p>	<p align="center"><u>SEN SUPPORT</u></p> <p align="center">SOME CYP with a moderate visual impairment. Additional targeted support.</p>	<p align="center"><u>HIGH NEEDS</u></p> <p align="center">A FEW CYP with a severe to profound visual impairment. Support for complex and long-term special educational needs</p>
<p><u>Why we do it</u></p> <ul style="list-style-type: none"> Promoting engagement & participation Achieving the best possible outcomes Preparing for Adulthood through successful transitions. <p>All children and young people have the opportunity to be happy, safe, and lead fulfilling lives as per the Somerset SEND Strategy 2016-2019. With the appropriate support, children with a visual impairment, can achieve in the same way that children without a visual impairment can.</p>			
<p><u>What we will do</u></p> <ul style="list-style-type: none"> Assess Plan Do Review Transitions 	<p><u>EHA referral visit-</u></p> <ul style="list-style-type: none"> Discussion with class teacher/key worker/SENCo A Functional Vision Assessment of CYP by a Qualified Advisory Teacher (QTVI) Initial full functional Visual Assessment (FVA) report with relevant background information, update from ophthalmology (where obtainable) and recommendations to support visual access to the curriculum. Discussion with parents Referral to Habilitation Specialist or Specialist Support Advisor if appropriate who will carry out a full assessment using NATSIP guidance Arrange follow-up visit where relevant Complete NatSIP matrixing to determine support package needed and which may move the CYP up into SEN support. Support with online Environmental Self-Audit Pack Email/ phone support available Reasonable adjustments are made to enable ALL CYP to engage in the curriculum. <p>Support applications for Exam Access Arrangements</p>	<p><u>All of column 1 plus the following where appropriate:</u></p> <ul style="list-style-type: none"> Training available from a range of professionals in the Vision Support Team (VST) in relation to the specific visual needs of the CYP Plan carefully for transitions including specialist equipment transfers to new settings followed by training and curriculum resource requirements. Monitoring visits to observe curricular access and support the implementation of VST recommendations. Advise on specialist equipment to support CYP's curricular access and application by VST via School Access Initiative. Provide CYP assessment and input from VST Habilitation Specialist. Links are made with voluntary agencies eg www.somersetstight.org.uk , www.rnib.org.uk Advise on adaptation of standardised curriculum assessments eg Neale Analysis of Reading Ability, BPVS3 Advise on modification of curricular materials <p><u>Interventions</u></p> <ul style="list-style-type: none"> Touch-typing programs Training in the use of specialist equipment Training in use of electronic libraries eg National Accessible Library and RNIB Bookshare Training delivered by Habilitation Specialist for CYP, staff and parents/ carers Transition work-pupil has input to materials for INSET Focused Intervention Plans (FIPs)-regular visits to deliver teaching and/or modelling to setting support staff. <p><u>Specific to early years</u></p> <ul style="list-style-type: none"> Family Service Plan/school entry meetings next steps shared ideas planned with nursery/parent. Supporting Play- enabling family & setting 	<p><u>All of columns 1 and 2 plus the following where appropriate:</u></p> <ul style="list-style-type: none"> SENCo will arrange review meetings, which include CYP, their families and involved VST professionals. VST professionals will contribute to outcomes as part of an EHCP review. VST professionals will teach specific low vision skills eg braille, habilitation/ independence skills and the use of specialist equipment. <p><u>Interventions</u></p> <ul style="list-style-type: none"> INSET training for relevant staff CYP Peer Awareness Offer CYP familiarisation visits Health & Safety advice on creating risk assessments, support with environment adaptations, awareness of safety for moving around site and outside of the setting eg crossing roads Implement and review FIP Support school in setting targets linked from all support agencies

		<ul style="list-style-type: none">• Family support to share information, answer queries etc• Transitions- meeting with and training new staff,• MAISEY	
Who will do it Responsibilities			

Visual support Service Specification

Name of team	Visual Support
<p><u>Purpose – Brief description</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What is your team’s function/role? <input type="checkbox"/> What do you offer? What types of intervention? <input type="checkbox"/> Does this involve casework? <input type="checkbox"/> Why do you do it? <input type="checkbox"/> Are there elements that are statutory/non-statutory? 	<p>To provide educational and home/community support to children and young people with a diagnosed visual impairment from birth to 25.</p> <ul style="list-style-type: none"> • The team’s area of expertise is: <ul style="list-style-type: none"> • To enable children and young people (CYPs) with a visual impairment to access the curriculum. • To equip CYPs with a visual impairment with the skills to develop independence, orientation and mobility, in preparation for adulthood. • The intended outcomes for CYPs are: <ul style="list-style-type: none"> • CYPs with a visual impairment will be able to access mainstream educational setting. • CYPs with a visual impairment will be able to lead an independent life. • The team aims to assist these by: <ul style="list-style-type: none"> • Providing specialist teachers, support staff and habilitation specialists. • Visiting CYPs in their homes, pre-schools and schools. • Providing educational support for staff teaching a CYP in Somerset who has a confirmed diagnosis of a visual impairment. • Providing information to parents about the effects of visual impairment, and strategies to support access to learning and independence. • Supporting independence in daily living through Habilitation. • Our work is both non-statutory & statutory
<p><u>Who are your customers?</u></p> <ul style="list-style-type: none"> • What age children do you work with or provide services for? • Which cohort of children? Specific groups/needs? • Are you a level 1, 2 or 3 service? <p>(Refer to Effective Support guidance)</p>	<p>0-25 years CYP with a suspected or diagnosed visual impairment.</p> <p>Through Core Standards we may be involved with advice from Level 1 but usually Level 2 & 3</p>
<p><u>Structure of the team</u></p> <ul style="list-style-type: none"> • How many people are in the team? • Structure – how many managers? • How many different roles are there and what are their job titles and different functions? 	<p>The Visual Support Team consists of:</p> <ul style="list-style-type: none"> • Advisory Teachers who hold Mandatory Qualified Teacher for children with a Visual Impairment (QTVI) x 3 • Advisory Teacher in training x1 • Habilitation Specialist who holds (now mandatory qualification) Grad Dip. Habilitation: Paediatric Disabilities of Sight • Habilitation Specialist in training x 2 who work under the direction and management of the Qualified Habilitation Specialist. • Specialist Support Advisor (SSA) x2 who work under the direction of Advisory Teachers to support CYP, families, staff in all settings which includes implementing part of an individual CYP’s Focussed Intervention Plan. SSAs are involved in training of school staff as needed with regards to equipment, visual awareness & modification strategies. SSAs are Line Managed by an Advisory Teacher. • The Vision Support Team has members based across the county.
What ICT systems do you use and are reliant on	SMART laptops, Mobile phones, iPads, Sharepoint, CAPITA

<p><u>Evidencing impact</u></p> <ul style="list-style-type: none"> • What are the main 'key performance indicators? • How do you know you are reducing demand in statutory services? • What are the intended outcomes for children? 	<p>SEND based Service Improvement Plan with reference to also to :- NatSIP: Quality Standards for Sensory Support Services in England (2016)</p> <p>NatSIP Quality Improvement Support Pack (2016)</p> <p>NatSIP Eligibility Framework for Scoring Support Levels (2017)</p> <p>NatSIP Habilitation framework</p> <p>Habilitation Quality Standards</p> <p>-Advice & support to families within two weeks of initial referral. -Schools/CYP supported, so they can begin to full fill Core Standards Universal Level 1 & to identify if need Level 2/3 support for SEN /HN To ensure individuals with Visual impairment can manage any equipment, as independently as possible. .</p>
<p>Do you undertake any feedback with the children/families you work with? How do you do this?</p>	<p>Yes. Routinely gather information with CYP as part of good practice to gather pupil views about themselves and their visual /equipment needs This is to inform staff in schools and support needs for any school or individual intervention. Questionnaires to EY parents and parents of children in school takes place every 2 years. Paper and Online questionnaires used for gathering feedback for all age groups. Involved in co- production work as part of a developing work within SPOT and between other support agencies including Integrated Therapy Services and Somerset Parent Carer Forum.</p>
<p>What other services do you work closely with? (both internally and externally).</p>	<p>PIMS, HI, ITS- S&LT Health Visitors, Taunton, Yeovil, Bath Ophthalmology services. EP/ LSS NDCAHMS Social Work Team if required, Somerset Parent Carer Forum</p>
<p><u>Where are you?</u> Where are you physically based? Single office base/area offices/co-located with other professionals (please state who)?</p>	<p>Staff are based at Taunton County Hall, Bridgwater House, Shepton Mallet. Use of work hubs Glastonbury, Yeovil Council Offices, Millbrook Wellington</p>
<p><u>Access to service?</u> What is your referral process? Through EHA? – how do you accept new requests/cases? Do you have referral criteria?</p>	<p>EHA from schools and NHS Ophthalmology departments at Musgrove, Bristol or Yeovil (or other hospitals) Decisions about extent of support is guided by NatSiP Eligibility Criteria for pupils who have diagnosed visual impairment. Habilitation referrals can come direct to the team from receipt of EHA or via a QTVi.</p>
<p>Do you have to report through to any panel/board for decisions?</p>	<p>No – have guidance ref criteria ie suspected or diagnosed visual impairment of educational significance . [Guidance ref cross county referrals process needs to be made clear for pupils with & without EHCP]</p>
<p><u>Funding arrangements?</u> How are you funded? What is your overall budget (staffing and operational costs for the last financial year)</p>	<p>All funding for SEN Support services are agreed annually through Somerset Schools Forum. Such information can be found in these public documents</p>
<p>Are you commissioned through a Service Level Agreement /Contract/Grant?</p>	<p>[some SLAs agreed on individual basis for pupils at Independent schools or colleges]</p>
<p>Is there anything else important to your offer that hasn't already been covered?</p>	<p>Transition between settings is supported involving CYP/family – home to nursery, nursery to school, school to school, school to Post 16 . Training to setting & other professionals is offered routinely to ensure CYP can transition smoothly. Training can be arranged on range of skills needed to make environments accessible for CYP with a visual impairment. Parent/Carer Involvement</p> <p>Operational and Line Management structure</p> <p> SPOT Teams structure 7.7.2020.doc</p>

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